LOYOLA UNIVERSITY

UNDERGRADUATE BULLETIN

1974-76

Loyola University fully supports and complies with Title VI of the Civil Rights Act of 1964 and does not discriminate in any way in any of its policies on the basis of race, color, or national origin.

ENQUIRIES

The University mailing address is:
Loyola University
New Orleans, Louisiana 70118
Telephone (504) 866-5471

All Undergraduate Admissions; Bulletins & Information:
Dr. Bernard A. Loposer, Director of Admissions - Ext. 506

Housing; Campus Life:
Mrs. Lynne Neitzschman, Associate Dean of Students - Ext. 552

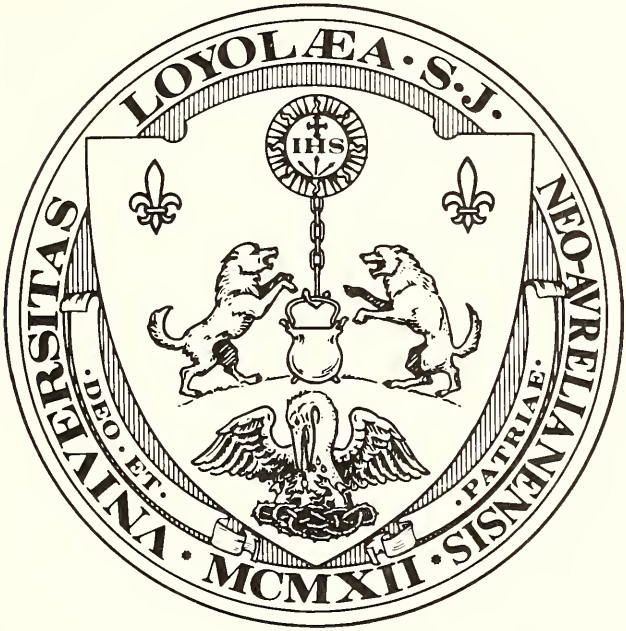
Financial Aid; Student Employment; Scholarships:
Mr. E. P. Seybold - Ext. 364

Graduate Studies:
Dr. John Christman, Director of Graduate Studies - Ext. 378

Requests for Transcripts; Registration; Pre-registration:
Mr. Earl Retif, Registrar - Ext. 502

General Information:
Mr. Vincent P. Knipfing, Dean of Student Affairs - Ext. 206

The Bulletin of
LOYOLA UNIVERSITY
Undergraduate Studies Issue



Ad Majorem Dei Gloriam

1974-76

Containing the programs in Arts and Sciences,
Business, City College,
and Music

New Orleans

LOYOLA UNIVERSITY BULLETIN

Vol. LVI 1974 No. 1

Published Quarterly
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Loyola University, Incorporated April 15, 1912. Authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

The Legal and Corporate Title of the University is "Loyola University, New Orleans".

All donations, endowments, legacies, bequests, etc., should be made under this title.

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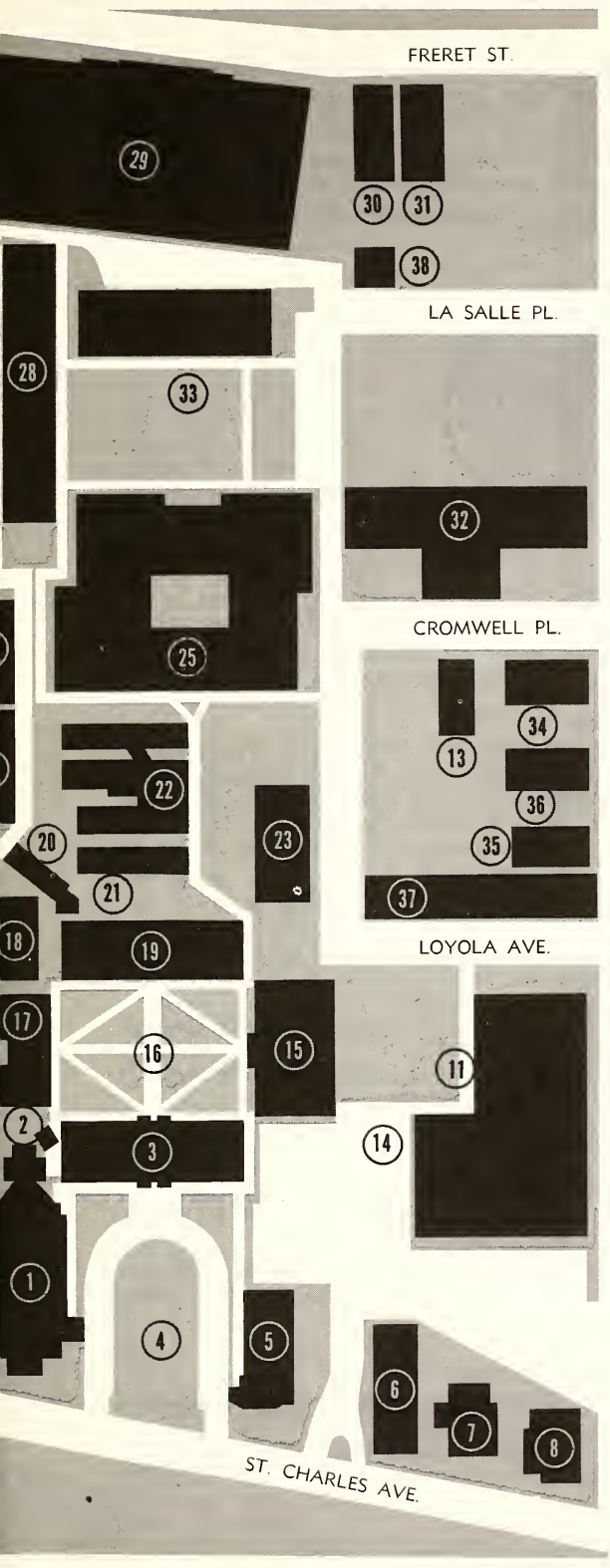

1. Holy Name Church
2. Burke Memorial
3. Marquette Hall
4. Horseshoe
5. Thomas Hall
6. Education Building
7. Cummings Hall
8. Music Building
11. Science Complex
13. Administrative Practices
14. Science Complex Parking Lot
15. Library
16. Quadrangle
17. Stallings Hall
18. Blenke Utilities Building
19. Bobet Hall
20. Animal House
21. Drama - Speech
22. Health Sciences
23. Purchasing and Receiving
25. Danna Center
26. Physical Plant Building
27. Maintenance Building
28. Biever Hall
29. Field House
30. Carey Hall
31. Martin Hall
32. Holy Name School
33. Buddig Hall
34. Sociology and Languages
35. Art Building
36. Political Science
37. Law School
38. Infirmary

The sections of this bulletin are marked by the two seals that have historically been used by the Society since it began education at its present location. The smaller of the two was used in the old Loyola College bulletins published from 1904 through 1910. The larger seal was used by the newly chartered Loyola University from its inception until 1929. Beginning with 1930 university bulletins have appeared with basically the seal used on the title page of this bulletin.

Academic Calendar

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Summer Session 1974

JUNE

3 Registration for All Colleges for First Session—9:00 a.m.—1:00 p.m.—Dana Center.
3 Registration for City College in Registrar's Office, 6:00 p.m.—8:00 p.m.
4 Late Registration in Registrar's Office for All Colleges.
4 Classes begin for All Colleges.
6 Last Day to Register.
6 Last Day to Add Courses.

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JULY

1 Last Day in 1st Session to Apply to Graduate in August, 1974.
1 Last Day to Drop a Course in 1st Session.
4 University Holiday.
9 All Final Examinations.
10 Registration for 2nd Session. City College—6:00—8:00 p.m. in Danna Center.
10 Registration for All Classes—9:00 a.m.—1:00 p.m. in Danna Center.
11 Classes Begin for All Colleges.
15 Late Registration Begins in Registrar's Office.
15 Last Day for Registration and For Adding Courses.

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AUGUST

1 Last Day in 2nd Session to Apply to Graduate in August, 1974.
1 Last Day to Drop a Course.
14 All Final Examinations.

Fall Semester 1974

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AUGUST

21 Freshmen arrive and orientation begins.
22 Academic orientation.
26 Registration—all new undergraduate day students 1-4 p.m.
26 Registration—City College & Graduate 6-9 p.m.
27 Registration—all returning students 9-12 a.m. and 1-4 p.m.
28 Classes begin—late registration fee due.

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SEPTEMBER

2 Labor Day—University holiday.
4 Last day to register.
6 Last day to add courses or change from part-time to full-time status.

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OCTOBER

17 Mid-term appraisals due.
18 Octoberfest—University holiday.
25 Latest date to apply for graduation in May 1975.

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NOVEMBER

1 All Saint's Day—University holiday.
15 Latest day to drop a course.
26 Thanksgiving holidays after last class.

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DECEMBER

2 Classes resume.
2-6 Early registration for Spring 1975.
13 Last day of class.
14 Final exams begin.
21 Final exams end.
23 Final grades due from faculty.

Spring Semester 1975

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JANUARY

15 Registration—City College & Graduate 6-9 p.m.
16 Registration—all other students 9-12 a.m., 1-4 p.m.
20 Classes begin.
24 Last day to register.
28 Last day to drop/add; last day to change from part-time to full-time status.

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FEBRUARY

10-12 Mardi Gras holidays.

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MARCH

14 Mid-term appraisals due.

25 Easter holidays begin after last class.

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APRIL

1 Classes resume.

21-25 Early registration for Fall 1975 & Summer 1975.

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MAY

9 Last day of class.

12 First day of exams.

19 Latest date for submission of grades for graduation candidates.

23 Last day of exams.

25 Baccalaureate Mass.

26 Commencement—last day for submission of all grades.

Fall Semester 1975

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AUGUST

25 Registration—all new undergraduate day students 1-4 p.m.

25 Registration—City College and Graduate 6-9 p.m.

26 Registration—all returning students 9-12 a.m., 1-4 p.m.

27 Classes begin.

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SEPTEMBER

3 Last day to register.

5 Last day to add. Last day to change from part-time to full-time status.

Spring Semester 1976

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JANUARY

14 Registration—City College and Graduate 6-9 p.m.

15 Registration—all other students 9-12 a.m., 1-4 p.m.

19 Classes begin.

23 Last day to register.

27 Last day to drop/add or change from part-time to full-time status.

THE UNIVERSITY

Loyola is a Jesuit University, founded by the Society of Jesus and chartered in 1912 with ownership vested in the Loyola community of Jesuit fathers. The University offers a wide variety of undergraduate programs, graduate degrees in business, education, music and the sciences, and a professional degree in law.

Loyola is composed of five colleges: Arts and Sciences, Business, City College, Law, and Music. In addition the University has programs in graduate and summer work, and the Institute of Human Relations operates under its auspices. Loyola also owns and operates the WWL radio and television complex in New Orleans. There are no branch campuses or affiliated schools, and the University does not offer correspondence study.

All divisions of the University are fully coeducational. Admission to any unit of the University is granted without reference to race, residence, religion, or sex.

Loyola enrolls about forty-five hundred students during the academic year, and an additional two thousand during the summer. Approximately three-fourths of these students are undergraduates, one-third are women, and two-fifths, part time. There are somewhat under three hundred faculty members, and slightly over two-thirds are full time. About fifty of these faculty members are Jesuits. Both faculty and students are geographically diversified, with approximately two-thirds coming from the Southern region of the United States.

The University is located in the uptown residential section of New Orleans, on Saint Charles Avenue facing Audubon Park, and covers nineteen acres. On this site are modern high rise dormitories, and a student center built within the last decade. A multistory science complex containing classroom and office space for many university departments complements the traditional academic buildings of the main quadrangle. A new building for the School of Law was opened for use in the fall of 1973. Immediately adjacent to the campus is the main campus of the Tulane University of Louisiana, while Saint Mary's Dominican College is three blocks farther down Saint Charles Avenue.

History

The founder of New Orleans, Bienville, dreamed of establishing a Jesuit college here in the early days of the settlement. It was not until the early nineteenth century that the Society of Jesus began the establishment of colleges in

the South. In 1847 Springhill College was opened by the Society in Mobile and in the 1830's the Saint Charles College was established in South Central Louisiana.

In 1847 the Jesuits took steps to found a college in New Orleans. This college was located on the corner of Baronne and Common streets, and the first students reported in February of 1849. The college on Baronne was giving the M.A. degree as early as 1868.

By 1904 another Jesuit college was opened in New Orleans on the site that Loyola occupies today. In 1911 all of the college level departments were moved to this location, and in 1912 the University was officially chartered by the State of Louisiana. It rapidly began to add new schools and colleges: Pharmacy in 1913, Law and Dentistry in 1914, Music in 1932, and Business Administration in 1947.

In 1909 a spark-gap transmitter was started on campus as a part of the Physics department. By 1922 it had matured into WWL radio, and in 1935 it became the CBS affiliate in New Orleans. Today it is one of the few fifty thousand watt clear channel stations in the country. In 1957 the University branched into television with WWL-TV. Both radio and television stations are a part of Loyola University, and besides providing much needed financial assistance they furnish the media by which Loyola serves a larger public. They also provide technical assistance to the Department of Communications.

Purpose

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip man to know himself, his world, his potential, and his Creator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college—each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present, or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a foundation of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola Community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty, and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should achieve excellence in theological instruction and scholarship. Catholic teaching should be present in some structured way, not in order to foster a uniform system of thought but to give theology its true place among the disciplines of higher learning and to aid the student to form his own world view.

Loyola is aware of the great need for innovation in undergraduate education due to the increased importance of the verbal-visual aspects of our culture, the ready availability of information banks, the inability of ordinary courses and structures to meet problems of personal growth, and the importance of non-cognitive elements in education. Because of her size and private status, Loyola is in a unique position to start experimental programs and try new approaches in undergraduate and professional education. Loyola should take advantage of this situation with the full realization that lack of change often implies more risks than change itself.

Loyola is a university located in New Orleans which looks forward to her place in the community of the 1970's. Her impact on the community will be in direct proportion to the number of leaders that she produces. Leadership is the result of thorough discipline and competent training in theoretical areas.

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of Truth and Christian wisdom. In such a community, faculty are in contact with centuries of accumulated wisdom and of the need to shape this wisdom for a new day. Loyola graduates, by reason of their formative contact with this community, should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. They should nonetheless be capable of principled judgment in the face of complexity and ambiguity; and humanely keen—or divinely moved—to leave behind them a better world than they found.

GENERAL INFORMATION

Admissions

ADMISSION to the freshman class of Loyola University represents a selection based on the personal and academic records of the applicants. The Committee on Admissions examines the secondary school record, national tests scores, the record of activities in the secondary school, and other evidences of the applicant's character, maturity, and all-round ability.

This evaluation is devised to select a student body with high standards of scholarship, personal character and serious educational aims, without regard to sex, race, or creed. Specific admission requirements have been established, and these requirements govern the selection process of the Committee. The requirements are listed under "Academic Requirements for Admission."

Students desiring admission to City College should consult page 132 of this bulletin.

INSTRUCTIONS FOR MAKING APPLICATION

1. Application forms should be requested of the Office of Admissions Loyola University, New Orleans, Louisiana 70118, at the end of the junior year or early in the senior year in high school. There is no priority based upon the date of application, but the deadline for receipt of the formal application blank and the $15.00 fee is August 1. While late applications may be accepted under special circumstances, candidates are urged to file their applications as early as possible in the fall.

2. Arrangements must be made by each applicant to take the Scholastic Aptitude Test of the College Entrance Examination Board or the regular test of the American College Testing Program (preferred). Information and application forms may be obtained by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, the CEEB, Box 1025, Berkeley, California 94701 or the American College Testing Program, Box 414, Iowa City, Iowa 52240. The above materials are also available from your school guidance office. The tests must be taken no later than May of the senior year.

3. The appropriate school office should be requested to send the official transcript to the Office of Admissions as promptly as possible after the beginning of the first semester of the senior year. This record should include the courses scheduled for the fall term of that year.

4. A non-refundable fee of $15.00 is charged for making application. An acceptance deposit of $100.00 is required upon acceptance of the offer of admission. Additionally, students desiring dormitory accommodations are required to forward $50.00 as a housing deposit. These deposits are not refundable but are credited to the student's account in the office of Finance, and the amount is deducted from the expenses for the Fall semester. A student's final eligibility is contingent upon receipt of a satisfactory Report of Medical History form and Transfer Clearance form for transfer.

5. Students applying for freshman entrance who wish to begin studies at Loyola in June rather than September should check the proper space on the Loyola admission form. No additional application is necessary.

ACADEMIC REQUIREMENTS FOR ADMISSION

A candidate for admission must present a transcript of his work from an accredited secondary school and the recommendation of the principal or guidance counselor. The record must show grades indicating intellectual ability and promise; the pattern of courses should show purpose and continuity and furnish a background for the freshman curriculum offered by the University.

THE ROLLING ADMISSIONS PLAN

Decisions regarding admission are made under a policy of rolling admissions on the basis of a six semester high-school transcript, SAT or ACT scores, recommendation by the principal or counselor, and rank in class. Notification of admission under this plan will be mailed as soon as possible after completion of the file. If admission is deferred, the applicant will be considered again. It is the applicant's responsibility to have more recent test scores and seventh semester grades forwarded to the Office of Admissions.

EARLY ENTRANCE

Certain students, who are recommended by their high school principals and are considered by the Committee on Admissions to be ready for college work, may be admitted directly following the completion of the junior year in high school. This program of admission without high school diploma is intended to serve applicants of unusual promise who will benefit from beginning their college careers a year early. The Committee on Admissions may require additional examinations over and above those normally required for entrance and may make use of any other criteria, such as maturity and motivation, which may seem desirable.

ADVANCED PLACEMENT AND ADVANCED CREDIT FOR ENTERING FRESHMEN

Loyola endeavors to recognize exceptional high school preparation, to avoid requiring freshmen to take courses clearly mastered in high school, and to encourage such students to begin their college learning experience at the level most appropriate for their preparation. Loyola provides optional curricular opportunities for the exceptionally well-prepared high school student in two ways: (a) exemption from taking one or more freshman courses, with no credit awarded; and (b) exemption from taking one or more freshman courses, with an award of credit for such courses.

Advanced Placement: Advanced placement is awarded on the basis of good performance on the CEEB Advanced Placement Tests, the CEEB Achievement Tests, or, in some cases, on placement tests given by Loyola during orientation week. Grades of 4 and 5 on the CEEB Advanced Placement Tests are accepted for advanced placement. Students receiving a grade of 3 on the test may be awarded advanced placement if the department determines that other factors justify it.

Advanced Placement Course Credit: The student who is awarded advanced placement in one or more fields, and who made a score of 3, 4, or 5 on the CEEB Advanced Placement Test, is automatically eligible to receive course credit in such fields. The amount of credit that may be awarded corresponds to the amount of course work waived, up to a maximum of 8 hours in any one field. The student must decide whether or not to accept an award of course credit prior to registration for his first semester, unless a later time is specified by the Dean, and individual departments may require consultation with the student before his decision is made. Grades and quality points for advanced credit courses will be the same as the overall average earned at Loyola.

ADMISSION OF TRANSFER STUDENTS

Students are admitted to advanced standing upon presentation of satisfactory credentials from an accredited college. Those wishing to apply for admission should submit transcript of credits and applications to the Director of Admissions at least one month before the opening of a semester.

In order to be considered for transfer to Loyola, an applicant must satisfy the following conditions:

1. Be in good standing at the institution last attended.
2. Have, at the college(s) previously attended, a C cumulative average.
3. Submit separate official transcripts from each college attended.
4. Plan to attend Loyola for at least two semesters of full-time work; it is necessary that a student earn at least thirty-two (32) semester hours in residence, fifteen (15) of which must be in one's major field.

Credits earned with a grade of "D" will be accepted by the University. However, the extent to which they may be applied to degree requirements can be determined only by the academic Dean of the student's college.

Students who have attended or graduated from non-accredited colleges should contact the Office of Admissions for information on the acceptance and validation of credits.

FOREIGN STUDENT ADMISSION

Foreign students who desire to enter Loyola must comply with the basic admission requirements established for freshmen and transfer students. In addition these applicants must satisfy all provisions of the Immigration Act. Students must be quite proficient in English since Loyola does not offer special courses in English for foreign students.

The applicant whose primary language is not English must show a proficiency in English adequate for university-level study by taking an appropriate standardized test or by a personal interview. For information on the Test of English as a Foreign Language (TOEFL), write directly to: Educational Testing Service, Princeton, New Jersey 08540.

CITY COLLEGE ADMISSION

The City College of Loyola University offers its students admission on either a credit or non-credit status. All students must regularly attend classes, participate in discussion and activities, write scheduled examinations, and receive earned grades. In differentiation, all courses taken in CREDIT status will be assigned semester hour value and quality points in accordance with one's earned grade and may be applied to the fulfillment of degree requirements. All courses taken in NON-CREDIT status will be assigned a grade but do not have any semester hours or quality point value and cannot satisfy degree requirements.

Application for admission accompanied by proper credentials should be filed in the Office of Admissions prior to the registration dates established for the Fall, Spring, and Summer. Applications will be accepted after these dates, but until official transcripts have been received and evaluated, admission is provisional.

Admission as a CREDIT student may be granted by one of the following: 1. Diploma of graduation from an accredited high school, 2. Satisfactory scores achieved on the General Educational Development test (G.E.D.), 3. Examination given by Loyola University, 4. Transfer from another university or college.

Transfer applicants should present a cumulative grade point average of 2.0 ("C"); however, consideration for admission on probation will be given on an individual basis.

Admission as a NON-CREDIT student may be accomplished by simply filing an application for admission in the Office of Admissions prior to registration.

MILITARY SERVICE AND U. S. A. F. I. CREDIT

The University does grant credit for military service school courses. This is given in accordance with policies established by the Commission on Accreditation of Service Experiences of the American Council on Education. Individual requests should be directed to the attention of the Director of Admissions.

ADMISSION OF TRANSIENT STUDENTS

Students of other colleges who wish to earn some credit at Loyola may enroll as transient students. They should secure approval in writing from their academic dean; the approval should include a statement of good standing. It should be submitted with the application forms to the Office of Admissions.

HEALTH OFFICE REQUIREMENTS

Final acceptance is contingent upon a satisfactory health report. The Report of Medical Examination form should be submitted as soon as possible after the letter of acceptance is received; however, it must be on file in the Health Office before August 15. Certification of vaccination is also required.

INTERVIEWS

Although a personal interview is not required, a visit to the campus by student and parents is strongly encouraged. Appointments for interviews should be made in advance with the Director of Admissions.

THE SPECIAL COLLEGE ORIENTATION FOR PERSONALIZED EDUCATION

A new and progressive educational project at Loyola is the Special College Orientation for Personalized Education. SCOPE is a program of special admission and academic support which adds some flexibility to regular admission requirements. Through SCOPE, students who make low scores on the Scholastic Aptitude Test or the American College Test, or those whose academic record does not show their full potential, may qualify for college. The SCOPE student receives tutoring, counseling, and remedial courses to prepare him for regular college studies. Selected students are invited to the campus during the first session of Summer to participate.

CONTINUING EDUCATION FOR WOMEN

Loyola encourages the mature women of the community to return to or begin higher education. Women can elect their own pace for undergraduate work, and are directed into day or evening courses, depending on convenience. Degree aspirations are encouraged; however, many women will find that selected courses based on personal interest can keep them creatively occupied. University Counselling Center facilities are available to assist women to find a vocation for which they have special aptitude.

Student Expenses

Tuition Fees and Room:

All students will be mailed a bill for their tuition, fees, and room charges. The billing statement will indicate the date by which payment must be received by the Finance Office. All charges must be paid by this due date. Any student paying after this date will incur a late payment fee. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the University's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal from the University.

Food:

Board is handled for Loyola University by Saga Food Services, Inc. and a separate check for food should be made payable to Loyola, but submitted directly to Saga at the time of registration. Loyola's board program is on a voluntary basis, and as such, will not be part of your billing statement from the University. Descriptive material concerning the program may be obtained by writing Director, Saga Food Services, Loyola University, Box 134, New Orleans, Louisiana 70118.

The University reserves the right to change any of the expenses listed and to withhold statements of honorable dismissal, grade reports, transcript of records, diploma, etc. until all indebtedness to the University has been discharged or until satisfactory arrangements have been made with the Senior Vice President—Finance. Also, no students will be allowed admittance for

subsequent semesters as long as prior financial indebtedness has not been satisfied. Exceptions to regulations regarding University charges will be made only by the President of the University.

Students are encouraged to make payments by check, money order, etc. made payable to Loyola University. Cash transactions are discouraged.

Summary of annual expenses:

Application:

Application Fee (not refundable)	$ 15.00
Acceptance Deposit (not refundable but applicable to 1st sem. tuition)	100.00

Tuition—Undergraduate:

Full time—per semester*	900.00
Overload fee—for each hour over 20	56.00
Part time—Regular Students (per sem. hr.)	56.00

Tuition—City College:

(per sem. hr.)	37.50

General fees:

University fee—full time students (per semester)	15.00
University fee—part time students (per semester)	7.50
Student Center fee—full time students (per semester)	10.00
Student Center fee—part time students (per semester)	5.00
SGA Fee—Fall semester only	
full-time students	5.00
part-time students	2.50

Living expenses:

Room Guarantee Deposit (not refundable but applicable to Room)	50.00

Room (per academic year)

	Double		*Single (when available)*
Men (range)	$450.00	—	$600.00
Women (range)	$500.00	—	$750.00
Board (per academic year)	$533.00	—	$636.00

Resident students fees	
Damage and breakage (refundable)	25.00
Key deposit (refundable)	2.00
WRC Fee (women)	5.00

Contingent fees:

Late Registration Fee	20.00
Registration Fee for Degree only (per sem.)	25.00
Subject Change Fee (per course)	5.00
Additional Transcript fee	2.00
ROTC deposit (refundable)	25.00
Student Health Insurance (approximately)	28.50

* It is anticipated that full-time tuition will increase $50.00 per Semester in the Fall of 1975.

Fees for seniors:

Graduation fee	25.00
In-abstentia fee	5.00
Cost of Cap and Gown—Bachelors	9.50
Masters	11.00
Doctors	17.00

For purposes of fee determination, a part time undergraduate student is defined as taking less than twelve semester hours; a part time graduate or professional student is defined as taking less than nine semester hours.

The Student Center Fee is to assist in the operation of the Danna Center (the University Center for student activities).

The University Fee is designed to help defray the cost of libraries, laboratories, student placement, student health services, etc.

The Transcript Fee. For all transcripts sent after the first one there is a $2.00 fee. However, when a student requests more than five transcripts at one time he is charged $2.00 for the first copy and fifty cents for each additional one.

Student Teaching Fee. All students registered for student teaching who are not charged the full-time tuition rate will be charged an additional $100.00.

MONTHLY PAYMENTS

Although Loyola University has no monthly payment plan of its own, students may subscribe to the plan offered by Education Funds, Inc.

Education Funds, Inc. has a plan which enables the parent or student to budget payments of required charges before the school year begins. Payments begin three months prior to Fall registration and continue for ten months. For further information contact the Finance Office—Loyola University.

If there is no confirmation of the contract at Loyola, the student will be obliged to pay all tuition and fees as if there were no contract. Should a subsequent payment by EFI arrive, this payment can be refunded to the parent or the contracting company at the discretion of the parent.

REFUND POLICY

1. TUITION: A student who withdraws from the University must return a completed withdrawal form to the Office of the Registrar. Mere cessation of attendance does not constitute withdrawal. Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the total tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed to the student. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Only tuition is refundable. Tuition refunds are made on the following basis:

a. If formal notice is received within one week after the beginning of the semester a refund of 80% of tuition is made.
b. If formal notice is received within three weeks after the beginning of the semester a refund of 60% of tuition is made.
c. If formal notice is received within five weeks after the beginning of the semester a refund of 40% of tuition is made.

d. No refunds are allowed after the fifth week of classes.

2. ROOM AND BOARD: Students boarding in university residence halls who are dismissed or suspended from school during the semester are not entitled to any refund.

Students in good standing who voluntarily withdraw from the university during the semester are not entitled to any refund on the cost of their room. They may receive a refund on board, prorated from the date of withdrawal. These refunds must be approved by the University Business Manager.

Students entering the Armed Services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers must be presented to the Finance Office.

STUDENT LIFE

Housing

POLICY FOR OUT OF TOWN STUDENTS:

Full time freshmen undergraduate men and women students are required to reside in university housing. Requests for information should be directed to the Director of Housing.

RESERVATIONS:

The step toward a reservation is to return all information requested by the Admissions Office. Eligible students are notified by the Director of Admissions that $150 deposit will be required for reservations. Fifty dollars of this deposit applies to the student's housing charges and is not refundable if the student cancels his housing. Resident students already attending the university must have their $50 housing deposit turned in to the Housing Office prior to April 15 for room reservations for the following fall semester. The student must have a signed contract along with all required housing forms, i.e., a medical form, before his housing reservation will be honored.

UNDERGRADUATE MEN:

Biever Hall is a six story residence hall on the north side of the campus. This structure is completely air conditioned and centrally heated and houses 410. Rooms are for double occupancy and are equipped with a phone. Each student has a private locker, single bed, chest of drawers, and desk. A laundry pick-up station is housed on the ground level. Mail boxes, and washing

and drying facilities are also provided. Jesuit priests are available for counseling. All supervision is under the Head Resident and Student Resident Assistants.

UNDERGRADUATE WOMEN:

Buddig Hall is a twelve story residence hall for women on campus. Capacity of this hall is 429. Each suite has individual controls for central heat and air conditioning. These suites house two rooms sharing bath facilities. Each room has its private wash basin and cosmetic stand, 2 single beds, 2 desks, 2 chests of drawers, a bulletin board, book shelves, and a phone. Laundry facilities with washers and dryers plus many other conveniences are housed in the building. A limited number of single rooms are available with private bath facilities. Cost will vary with accommodations received. Supervision is under the Head Resident and Resident Assistants.

COST:

Room: Charges for room are due on a semester basis, and billed along with tuition and other fees. The cost may vary with desired accommodations and availability of housing facilities.

	Double	*Single*
Men (per semester)	$225	$300
Women (per semester)	$250	$375

Room charges exclude the Christmas holidays as per the University calendar. The University may utilize rooms for guests and special seminars during these holidays.

Additional housing costs are the $25 deposit for damages and the $2 key deposit. These deposits will be retained by the Finance Office and drawn upon by the Housing Office when necessary. The full amount of the deposit or the balance will be refunded when the student officially withdraws or graduates.

The $50 room deposit sent through the Admissions Office is credited to the student's room charge. It is not refundable if the student cancels his housing request.

Board: Board is administered for the University by the SAGA Food Service. Students may contract, on a semesterly basis, with SAGA for one of three weekly meal plans:

Nine Meals	$223 per semester
Fourteen Meals	$240 per semester
Nineteen Meals	$270 per semester

Checks are to be made payable to Loyola University and mailed to SAGA Food Service, c/o Loyola, prior to registration, or the check may be presented at the time of the first meal.

Health Insurance: The University sponsored Health Insurance Program is required of all students residing in University residence halls unless proof of coverage is indicated on an Application Card. Information is sent each summer to all students by the Insurance Company. The group plan covers a student for twelve months at a yearly premium of $28.50. Plans are also available for married students and their families. Information may also be secured from the Office of the Dean of Student Affairs.

Scholarships & Financial Aid

Requests for information should be directed to the Office of Scholarships and Financial Aids. Preference will be given to students who apply and furnish complete documentation before April 1st.

PHILOSOPHY

Loyola's scholarship and financial aid policy is to furnish necessary assistance to the needy and appropriate recognition to the able. We attempt at all times to match ability with need. In instances where there is little or no need demonstrated, Loyola attempts to reward academic achievement with appropriate scholarship awards. In all instances where need is indicated, Loyola will use all of its resources, including Federal assistance programs, in order to provide sufficient funds to allow the student to attend Loyola.

PROCEDURE

All applicants are urged to file applications as early as possible. Applicants will be considered for any scholarships for which they may be eligible as well as for all forms of financial assistance for which they may qualify. There is no need, therefore, to apply for any specific form of scholarship or aid.

As need is always a consideration in matters of financial assistance, a family financial statement is required of all applicants. A copy of the required financial statement is included in the application packet and no other needs analysis forms are acceptable.

Once submitted, forms become the property of Loyola University and cannot be returned. All financial information is treated in the strictest confidence. Additional support documents (copies of W-2 or Federal Income Tax returns) are required. The submission of inaccurate or false financial information can result in loss of all financial assistance.

Scholarships and Financial Aid Awards are usually made within two weeks of admission to the University or receipt of the application for scholarships and financial aids and the financial statement, whichever occurs later. In no event will an award be made to an applicant before he or she is declared eligible by the Office of Admissions.

SCHOLARSHIPS

Unfunded Scholarships: Awarded to attract superior students and are based on academic achievement.

Funded Scholarships: Made available through the generosity of benefactors of Loyola University, awarded based on academic achievement and specific student need in accordance with the instructions of the various benefactors.

Law and Music Scholarships: Awarded directly by the Scholarship Committees of the Colleges. Awards are based upon ability, need, and were applicable, talent. Applications for Law and Music Scholarships should be made directly to the College Dean.

Scholarships are maintained by keeping a 3.0 cumulative Loyola grade point

average calculated annually after the Spring semester. Law and Music scholarships are maintained in accordance with the regulations set forth by the individual College Scholarship Committees.

TUITION REMISSIONS

Tuition Remission Grants: Awarded in limited numbers by the University to students from low-income families who give high academic promise. Maintained by keeping a 2.0 cumulative Loyola grade point average calculated annually after the Spring Semester.

Family Discount: A remission of $100 per student per semester for two or more dependents of the same parents. Not available during summer session.

Teacher Discount: A remission of 20% of tuition allowed to full-time teachers in accredited elementary and secondary schools. To apply, the principal of the school should forward a letter to the Scholarship and Financial Aids Office indicating that the applicant is a full-time teacher for the current academic year, listing the teaching or specialty area of the applicant and giving the applicant's social security number. Letters should be written on official school stationery.

Faculty-Staff Remission: Under special conditions, University faculty and staff members and their dependents can be eligible for remission of all or part of tuition. For specific information consult the faculty-staff handbook or call the University Personnel Office.

CAMPUS EMPLOYMENT

Student Assistantships: Awarded as part of scholarship or financial aid packages, a limited number of jobs are available in various offices and departments of the University. Jobs usually are for either 7½ or 15 hours per week.

College Work-Study Program: Sponsored jointly by the Federal Government and Loyola, these jobs in limited numbers are also awarded as part of scholarship or financial aid packages to needy students.

GRANTS

Grants are one form of gift aid sponsored by the Federal Government and awarded to students with great need. Grants do not have to be repaid.

Basic Educational Opportunity Grant: An entitlement program for full-time students in postsecondary education. The amount of the grant is determined by an agency authorized by the Federal Government to make such determinations. The eligibility is based upon the costs of the institution attended by the student, and the ability of the student and his parents to meet these costs. Applications for this grant can be obtained from high school counselors and from financial aid offices and are mailed to the processing agency directly. In order to determine the value of such a grant at Loyola, the entitlement certificate returned from the processing agency must be presented at the University. The grant cannot exceed one-half the cost of attendance or $1400, whichever is lower.

Supplementary Educational Opportunity Grant: Designed to assist students pay the cost of obtaining a postsecondary education. This grant requires that the student has helped himself to the extent of at least one-half of his tuition through loans, jobs, and personal contributions. It is available only after all other sources have been exhausted.

LOANS

National Direct Student Loan: Instituted by the Federal Government to provide long-term, low-interest loans to qualified students. The University aid officer will determine the eligibility and amount of this loan to a maximum of $1000 per year, $5000 total. Interest at 3% begins nine months after graduation or withdrawal from the University. The loans are repaid over a ten year period; minimum payment is $30 per month.

Louisiana Higher Education Assistance Loan: Guaranteed by the State of Louisiana, this loan is available to bona fide residents of the State only. The loans are negotiated between the student and a lender of his choosing, and are limited to $1500 per year, $7500 maximum. The interest rate is 7% and is paid by the State while the student is in school.

Out-of-State Loans: Are available in most states either through some state agency or through the federal government. Students interested in these loans should check either with a local lending agency or with the state office of education.

The availability of and qualifications for the federal grant and loan programs are subject to congressional action and approval, and may be changed by the federal government without notice.

Services

HEALTH SERVICE

Loyola University maintains a medical service on the campus for students, both resident and non-resident.

The University Health Service is operated under the following guidelines:

1. Students, both resident and non-resident, entering Loyola for the first time or re-entering the University must undergo a physical examination by their personal physician, before their registration is officially completed. A signed medical release form is required for all students. Health insurance is mandatory for resident students and is optional for non-resident students.
2. The University may also require physical examinations at other designated times during the student's stay.
3. A student may be refused admission to the University on the recommendation of the Health Committee. This board also may request a student already enrolled to withdraw.
4. A student may see the University Physician during his office hours on the campus, Monday through Friday.
5. Patients confined on the campus will be visited by the physician of the students' choice at their own expense.
6. Medicines or hospitalization are not provided by the University's health service.
7. Resident students are required to participate in the Loyola Student Health Insurance Program or waive it by returning the Application Card and declining coverage.

COUNSELING AND CAREER DEVELOPMENT CENTER

The University Counseling and Career Development Center administers a program of personal, educational, vocational counseling and testing services to all registered students. It is intended to serve students who want and need professional assistance with career plans, academic goals, or with personal-emotional difficulties affecting their adjustment, motivation and feelings. This service is offered on an individual and confidential basis. The Career Development Counselor coordinates an active employer-recruitment program and assists students and alumni in securing full-time employment, as well as summer and part-time jobs.

ACADEMIC COUNSELING

Each student at Loyola is assigned an academic adviser, a fulltime faculty member who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

INTRAMURAL SPORTS PROGRAM

The Intramural Sports Program offers a comprehensive sports program, which provides students with opportunities for recreation, competitive sports, and leisure time activities in some form of physical exercise. The University also cooperates in the sponsorship of several club sports with other colleges and universities and athletic organizations.

SPIRITUAL LIFE

The University appoints a priest together with needed assistants to the post of Director of Campus Ministeries for all the students. He is at their disposal at all times to guide, counsel and advise. Students will find him ready to assist them in their spiritual, personal and individual problems. He is responsible for all the organized spiritual activities on the campus.

RETREATS

There are no obligatory retreats at Loyola, but all students are encouraged to take part in one of the three types of retreats offered. The traditional closed retreats at one of the near-by retreat houses stress personal meditation and silence. A second type, called "An Experience in Christian Community" is offered to Loyola students and students of other colleges in the area. This type is made in a group of thirty to forty and stresses group discussions and activity. The third type is made in a private home with a group of ten to twelve. It stresses both personal meditation and group discussion. Besides these retreats, days of recollection are offered from time to time during the year.

SPIRITUAL ORGANIZATIONS

Chi Rho Mu is the primary spiritual organization on the campus. Its aim is to help students seek out and find their Christian response in the context of college life in the post-Vatican II Church.

INCAP, *the Inter-Collegiate Community Action Program* is composed of students from colleges, universities and nursing schools in New Orleans.

The students work through and with existing agencies and institutions in the New Orleans area in varied volunteer capacities such as tutoring, supervising recreation, taking children on cultural field trips, etc.

Organizations

There are approximately sixty-four student organizations active on the Loyola campus. Following is a partial listing which is representative of the various organizations in which students may participate.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of forty-two members, representing the College of Arts and Sciences, the School of Law, The College of Music, and Business Administration and City College. These students are selected by the student body with the approval of the Dean of Student Affairs. The SGA serves to unify students' thought and action. It conducts general meetings and elections, sponsors and manages interclass contests and leads and directs student activities.

STUDENT UNION

The Student Union, the largest organization on campus, consists of over 150 selected students whose purpose is to promote and coordinate the various activities in the University's Danna Student Center. The Student Union supplements and implements the academic curriculum of the university by fulfilling its three main programming functions: social, cultural and recreational. Six committees, in addition to the four officers of the Union, comprise the Student Union Governing Board. The committees are Promotion, Cultural, Dance and Entertainment, Hospitality, Public Relations, and Recreation.

HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on campus for all students.

Alpha Sigma Nu—Membership in Alpha Sigma Nu, national honorary Jesuit scholastic society, is the greatest honor which can be bestowed upon undergraduate male students of the university who have distinguished themselves by scholastic achievement. Sole honor group set aside for that purpose on the campus, the Loyola Chapter was established April 26, 1936. The two highest ranking students in each school or college of the university are nominated for membership each year. Final selection is made from their number.

Blue Key—Blue Key is a national honorary service fraternity whose members are chosen by the active student chapter from male students who have distinguished themselves in leadership, activity, scholarship and service rendered the university. The Loyola chapter was founded September 14, 1931.

Cardinal Key—Cardinal Key national honor sorority was established in 1953. Election to the sorority is the recognition of achievement by a Loyola co-ed in scholarship and extra-curricular activity. The organization seeks to advance religion, patriotism, and service by affording training for leadership in the college community.

PROFESSIONAL AND ACADEMIC SOCIETIES

International Student Association—For the purpose of intimate study of international relations, and to stimulate friendly cooperation among the Foreign and English speaking students of Loyola, the International Student Association was organized on March 1, 1970.

Philosophy Club—Reactivated in October 1953, the Philosophy Club offers an annual lecture series. The organization inaugurated the St. Thomas Aquinas Lecture in Philosophy delivered each year on that Saint's feast day.

Pre-Law Club—The Pre-Law Club was established on December 15, 1953. It was founded in order that pre-legal students might receive an early orientation to work in the School of Law and to the subsequent practice of law.

The New Loyola Theatre—The New Loyola Theatre is an out-growth of a former theatrical organization on campus, the Thespians. This theatre holds open auditions for all of its productions and presents to the Loyola student body the finest works of playwrights past and present. Rehearsals and performances are conducted on a thoroughly professional basis to provide interested students with solid theatrical training.

University Band—The band provides students with the opportunity to develop musical ability and taste, and to acquire practical experience through performance at concerts. Band activities include two formal concerts, a concert tour, presentation of a guest conductor and soloist, television shows, and performance at university functions and atheltic events. Membership is open to all students who have the required ability and training.

Stage Band—The stage band offers interested musicians an opportunity to perform music in the popular jazz idioms, study of arranging and techniques of improvisation. Open to university students by audition.

University Concert Chorale—A select choral organization open to all university students by audition.

University Chorus—A large choral organization specializing in larger choral works with orchestral accompaniment. Open to all university students.

SERVICE ORGANIZATIONS

Alpha Pi Omicron—Organized in September 1938, Alpha Pi Omicron, service fraternity, provides an organized means by which Loyola students of both sexes may render service to the university, its faculty, and student body. Among its many activities are the publishing of the Loyola University Directory, distributed free of charge to the entire university, ushering at forums and commencement exercises, and the sponsoring of films for on-campus showings.

Lambda Sigma Lambda—Lambda Sigma Lambda, service sorority, was organized to serve the university, its faculty and student body in all ways possible and in so doing to instill in its members the virtues of generosity,

dependability, initiative, leadership, loyalty and cooperation. Founded on October 16, 1941, the sorority places itself at the disposal of administrative offices and student organizations to aid them in any way whatsoever.

STUDENT PUBLICATIONS

Maroon—The University newspaper, the *Maroon,* is published about 25 times during the year by a student staff under the direction of the faculty of the Department of Journalism. Positions on the editorial and business staffs are open to all students of the university.

University Directory—Alpha Pi Omicron, service fraternity, in cooperation with the Office of Admissions and Records, presents to the faculty and students the *University Directory.* Contained therein is the name, address and telephone number of every member of the faculty, student body, and staff of the university. This book is presented free of cost to members of the Loyola community.

DANNA CENTER

Serving as Loyola's community center, Danna Center provides a convenient and inviting place to meet friends, relax and recreate. In addition to dining, recreation and meeting facilities the Center houses a rathskeller, art gallery, bookstore, and post office.

The offices of the Dean and Associate Dean of Student Affairs, the Director of Campus Ministeries and Counseling and Career Development Service are located in the Center as well as the office of the Union Director, Student Government Assoc., Student Union and other student organizations.

The Communications Complex, located in the lower level of the Center, includes the University's closed circuit television station and campus radio station WLDC. WLDC is a closed circuit radio station which is student run under the sponsorship of the Communications Department. The station serves the campus of Loyola University and Dominican College, is a member of the Associated Press, the Intercollegiate Broadcast System, and the American Boardcasting Company contemporary radio network. All interested students are eligible to work on the radio station.

I.D. CARDS

Each student must have an I.D. Card on his person at all times and must present it to University officials on demand. Usage by students other than to whom issued is subject to fine and/or disciplinary action. Lost I.D. Cards must be reported to the Student Union Director. Replacements may be obtained from his office. The charge for each replacement will be $3.

THE STUDENT HANDBOOK

The Loyola University Student Handbook or "L Book" is the official publication of the University which sets forth all University policy relative to Student Life (non-instructional matters). All students are responsible for securing a copy of the Handbook at registration or from the Office of the Dean of Student Affairs, and being knowledgeable of the contents of the Handbook.

Special Facilities and Programs

LIBRARY

The university libraries house a quarter of a million volumes, and hold subscriptions to over 1500 periodicals and journals. In addition to the main library, there are specialized libraries for music, law, and science in the academic buildings housing those disciplines. The library, which is on the open stacks system, also offers microform. Music listening facilities are available through the Music Library.

COMPUTER CENTER

The University Computer Center offers a full range of services through its medium scale Control Data 3300 computer system. The CDC 3300 is operated on a closed-shop basis providing rapid turn-around for student, faculty, and administrative users, with qualified personnel available to assist them.

THE NEW ORLEANS CONSORTIUM

The New Orleans Consortium is a new cooperative effort among Loyola and Xavier Universities and St. Mary's Dominican College to strengthen educational opportunities. Begun in September 1967, it has made possible the sharing of curriculum, libraries and cultural events. Under Consortium provisions, Loyola students may supplement their schedules with courses offered at Xavier or Dominican when the courses are not offered at Loyola. These may be credited towards a degree at Loyola.

The purpose of the Consortium is to provide students with a greater variety of courses as well as better library resources. By eliminating duplication in the libraries, a much wider range of material is therefore offered. In addition, combined efforts will increase the quantity as well as quality of cultural events for the colleges. Further information regarding the Consortium may be obtained from the student's dean.

CROSS-REGISTRATION WITH TULANE UNIVERSITY

In this experimental program, which was begun in the Fall of 1972, cross-registration is restricted to the Fall and Spring semesters. Loyola undergraduates may cross register for a limit of two specially designated courses in the Tulane Departments of Aerospace, Anthropology, and Geology. Likewise, Tulane undergraduates may do the same in the Departments of Communications and Journalism at Loyola.

Guidelines for student participation in the cross-registration program:

1. The student must secure the approval of his academic adviser and Dean and complete a Consortium form, available only from the Office of the Dean.
2. Students with appropriate approvals will be permitted to cross-register for a maximum of two (2) courses. Enrollment in all courses is on a

"space available" basis, to be judged by the Instructor and the respective Department Chairman. A "first come-first serve" treatment will be in effect for enrollment in all courses as long as space is available. No new sections will be created specifically for the exchange program.

3. Students will be permitted to register for exchange courses only during the regular Fall and Spring registration periods. No pre-registration will be permitted. Tulane students will register at Loyola in Danna Center. Loyola students will register at Tulane in the University Center. Students must complete the normal registration procedures at the host institution.
4. Courses subject to cross-registration will be announced by the Department Chairmen in time for registration, and, if possible, properly identified in the College course offerings.
5. Sophomores, Juniors and Seniors not on academic probation are eligible to participate. Freshmen and first-semester transfer students are ineligible.
6. Approved course work, completed via cross-registration, can be used in fulfillment of the requirements for a degree. Including the exchange courses, a student's program of study for the current semester cannot exceed the maximum allowable work load (20 semester hours at Loyola).
7. Students cross-registering will not be charged extra tuition or fees.
8. Course credits will be treated according to the rules for transfer work. The student will be subject to the quality of work rules of the host institution.
9. Only full time students are eligible to participate.
10. The cross-registration plan has been approved on an experimental basis.

CROSS-REGISTRATION WITH UNIVERSITY COLLEGE OF TULANE UNIVERSITY

Beginning with the fall semester 1971, University College of Tulane University and City College of Loyola University will each accept cross-registration for courses from the other, subject to the following conditions and limitations:

1. Students seeking cross-registration shall have good academic standing in their college of origin.
2. They shall be enrolled in a degree program in that college.
3. Students will be allowed to cross-register for only one course each semester.
4. They shall possess the requisite qualifications to enter those courses to which they seek admission.
5. Cross-registration will be limited to those courses for which no equivalent is offered or open in the students' college of origin. That is, no students will be allowed to cross-register for courses available to them in their own college.
6. Inasmuch as the standard course units differ in each college (the standard in University College being the unit equivalent of four hours, as compared to the three-hour standard course in City College), the basis for credit will be in the ratio 4:3. That is, students taking one Tulane unit will

be credited by Loyola with one four-hour course; conversely, students taking one three-hour course will be credited with ¾ of a unit.

7. Such other conditions and limitations as become necessary will be implemented at the mutual agreement of the Deans of the respective colleges.
8. Tuition will be that of the college offering the course.
9. Each college will accept all credits (including *D*'s) for courses taken in the other college. However, the pass-fail option will not be available to cross-registrating students.

Students interested in cross-registration subject to the qualifications remarked above should contact either University College of Tulane University or City College of Loyola University.

REGISTRATION AT OTHER JESUIT INSTITUTIONS

By agreement with the Liberal Arts Deans in all 28 Jesuit Colleges and Universities in the United States, a student enrolled at Loyola may do part (up to one full year) of his studies at any one of the other 27 American Jesuit institutions of higher learning. Admission is guaranteed. All financial arrangements are made between the individual student and the institution he wishes to visit, according to the tuition and fee schedules in effect at that institution. For a list of member institutions of the Association of Jesuit Colleges and Universities, see page 281.

RESERVE OFFICERS TRAINING CORPS

The Department of the Army maintains a General Military Science ROTC unit at Loyola. Students admitted to the Advanced Course may, prior to graduation, request a Reserve commission in a branch in which their professional major will qualify them. Instruction is given in subjects common to all branches of the Army.

THE INSTITUTE OF POLITICS

The Institute of Politics was formed at Loyola in June, 1968, and trains young community leaders in practical politics. Its program is geared to the development of new political leadership in New Orleans, Louisiana and the South. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night for nine-month periods, participants represent a broad cross-section of the city, geographically and professionally. Approximately 16 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, political polling and campaign financing. Speakers represent local, state and national levels of politics.

NURSING

Although Loyola University does not grant a degree in Nursing Education, it offers on campus courses in partial fulfillment of requirements for the degree in Nursing Education.

ADDITIONAL PROGRAMS

The University offers an unusually wide variety of courses in the areas of American studies, Library Science, and Honors and Privileged Studies. Students in all undergraduate fields are encouraged to take courses in these areas. For full particulars, consult the appropriate heading under "Programs" in the College of Arts and Sciences Section of this bulletin.

International Studies Program

SUMMER SESSION IN MEXICO CITY

Each year Loyola conducts a Language and Cultural Center in Mexico City on the campus of Universidad Iberoamericana. A six-week session is offered featuring courses in Spanish as well as courses conducted in English in subjects pertaining to the history and culture of Mexico and Latin America. Courses are also offered in sociology, philosophy, mathematics, economics and Business Administration.

Students live in Mexican homes selected by the Committee on Housing. Tours and excursions are taken to the San Juan Teotihuacan Pyramids, Puebla, Tula and Cuernavaca, as well as the National Museum of Anthropology, the National Historical Museum and other places of interest.

Total cost, which includes tuition, room and board, and the obligatory tours, is $380.00.

LOYOLA IN ROME

Loyola University Rome Center of Liberal Arts was inaugurated in February 1962. The Center is the undergraduate European branch of Loyola University of Chicago. Methods of instruction and academic standards are the same as those prevailing throughout the university. Men and women students of Loyola University in New Orleans who have completed two years or more with better than a C average may request permission of their Dean to register at the Rome Center. Registrations are for one year, beginning in September. These students must also register for HPS 398, see Honors and Privileged Studies, p. 96.

The curriculum emphasis is on the Humanities. Courses are selected with a view to the cultural and historical importance of Rome and Western Europe. The courses vary each semester in departments of Art, Classics, Drama, Education, History, Language, Literature, Philosophy, Political Science, Psychology, and Theology. All classes are conducted in English.

For further information on the programs listed above, and additional ones which include tours of Europe, contact the Director of International Studies, Rev. Bernard A. Tonnar, S.J., Loyola University, New Orleans, Louisiana 70118.

UNIVERSITY REGULATIONS

KNOWLEDGE OF REGULATIONS

Students are held responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of this bulletin, distributed by the Admissions Office, the Student Handbook distributed by the Dean of Student Affairs, posted official notices and official instructions given to students.

At registration, it is understood that both the student and the student's parents or guardians agree to the student being governed by the University regulations and will abide by decisions that may be made by proper authorities of the University regarding the individual student.

ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in his class will affect his grading. Specifically, he may judge that attendance in class is imperative and demand adherence to the policy that a student is liable to receive an F at the discretion of his instructor if he misses fifteen percent of his classes.

Therefore, attendance is required in all undergraduate day courses subject to the above paragraph.

Freshmen and probationary students are liable to receive an F if they miss more than fifteen percent of their classes for any one course.

The policy in the above paragraph constitutes the attendance policy for all night undergraduate courses of City College.

GRADES

All work is graded by letters, interpreted as follows:

A Excellent (4 quality points per credit hour)
B Good (3 quality points per credit hour)
C Average (2 quality points per credit hour)
D Minimally passing. (1 quality point per credit hour)
F Failure (no quality points per credit hour)
I Incomplete This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade must be made up within six weeks after the end of the term in which it was incurred. After six weeks an I grade automatically converts to an F unless the Dean of the College authorizes an extension.
P Pass. In addition to work graded by letters, the university offers a pass-fail provision for University Fellows (See Honors and Privileged Studies, p. 96). F grades in pass-fail are counted as valid F grades. P grades are

not counted toward quality point averages. In the event that the student wishes to major in a field in which he has previously taken a pass-fail credit, the student has two options: a) he may request that the letter grade which he received in the course be considered by the department; b) he may, with the permission of the department, select another course to fulfill the requirement.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

GRADE REPORTS

A report of the grades made by a student in his scheduled subjects is sent to the student at the middle and end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser. The Registrar's Office will also send a copy of the grades to the student's parents, guardian, or sponsor upon written request.

REPETITION OF COURSES

A student who has failed a course will be allowed to repeat that course when it is next offered. No more than two repetitions of the same course will be allowed to any student.

SCHEDULE, STATUS, AND COLLEGE CHANGES

A student desiring to drop a scheduled course, or to add another course after his semester's schedule has been filed in the Registrar's Office, should consult with his Adviser or the Chairman of the Department in which he is registered, and obtain written permission to revise his schedule. This written permission should be presented by the student to the Dean for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the Session Calendar as the last day for schedule adjustments.

Students may change college or major only with the approval of their Dean and then only during registration and pre-registration.

Students remaining in the University who officially drop one or more courses prior to the date designated in the Session Calendar as the last day to drop a course will *not* have grades recorded in those courses.

Those students who withdraw officially from the University prior to the last day for dropping courses will not have grades recorded in those courses for which they were registered at time of withdrawal.

All students who withdraw officially from the University after the last day for dropping courses will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal, a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate failure in the course.

Students who unofficially drop courses will be automatically assigned an XF, which has the same bearing as an F on the student's average.

CLASSIFICATION

Students who have successfully completed 24 hours of work for college credit are classified as sophomores; 56 hours, juniors; and 90 hours, seniors.

STANDING

A student's standing is computed on the basis only of work done at Loyola, or under the auspices of its special foreign programs, although his entire record will be used to compute graduation honors. Standing is computed by the following formula: the total number of quality points accumulated at Loyola divided by the number of hours attempted for letter grades A through F. The number of quality points obtained for each individual course is computed by multiplying the number of credit hours the course is worth by the quality point equivalent of the letter grade received in the course.

1. Good standing: a student whose overall average is 2.0, except for first semester freshmen whose average must be 1.7.
2. Dean's List standing: a student whose Loyola average is 3.5 or better.
3. Probationary standing: first term freshmen will be put on probation if their average is lower than 1.7. For every semester after the first a student will be placed on probation if his average is lower than 2.0. A student on probation must register for at least 12 and no more than 16 hours. The university deans evaluate each probationary student individually. However, only in unusual cases will a student be allowed to remain on probation for more than one semester.

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from the University during a semester before taking the final examinations of the semester forfeits all credit for work done in that semester.

To withdraw officially from the University a student must:

1) Obtain withdrawal forms from the Office of the Registrar.
2) Obtain signatures of designated officials on withdrawal forms. (These forms will not be signed until the student has cleared all obligations to the University.)
3) Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.

Those students who withdraw officially from the University *prior* to the last day for dropping courses as recorded in the session calendar, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the University *after* the last day for dropping courses as recorded in the session calendar, will be assigned a grade for each course for which they were registered at the time of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students are reminded that they must complete official withdrawal from the University before the termination of the semester in which they have registered. If this is not done, they are liable for grades of XF which represent unofficial withdrawal and are counted as F's when computing the student's average.

In the case of a student who is called to active duty in any branch of the armed services before the date for final examinations in the semester, the following exceptions to the formal regulations have been made:

1. *Should a second semester senior be called to military service within six weeks of the date of commencement exercises, he will have the dates of his final examinations advanced, and, if he passes successfully, he will be granted full credit and his degree.*
2. *A senior in his first semester, or a junior, sophomore, or freshman in either semester who is called into military service within four weeks of the end of the semester will have his examination dates advanced, and, if he passes successfully, be granted full credit for the semester.*
3. *A notation of the action taken by the University in accordance with the provisions made above will be made on the records and transcripts of the students who have received full credit under these provisions.*

DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis, and the University, through duly constituted judicial bodies, or through the Deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the University or to the spiritual, moral, or intellectual welfare of the University Community.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will follow these principles and in so doing, protect the validity of the University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized data of any kind. Instructors for their part, will exercise care in the planning and supervision of academic work, so that honest effort be positively encouraged.

The following regulations pertain to all students taking final examinations, mid-semester tests, daily quizzes, or writing term papers:

1. No student is allowed to bring to an examination any textbooks, notebooks, or any other printed or written matter without the consent and knowledge of the instructor. He is allowed to have only the necessary number of the examination Bluebooks in which there must not be any writing whatever at the beginning of the examination.
2. The examinations must be written in the official Bluebooks or on paper provided by the instructor.
3. During the entire period of the examination, no student is permitted to speak or signal in any way to any other student, to pass or attempt to pass anything to any other student, to look in the direction of another student's examination paper, or to look at any other paper other than that of his own Bluebook. Should two students' papers be found to be so similar that it is evident that one of the students copied from the paper of the other, both students may be charged with a failure on the examination.

4. Whenever a student gives a quotation in a termpaper, he must use quotation marks to indicate the entire quotation and he must give a footnote reference to the book or article from which he took the quotation.
5. In quizzes, whether written or oral, the above rules are to be observed wherever they are applicable.

Penalties. A student violating any of these regulations or found guilty of any form of dishonesty in classwork will be penalized as follows:

1. If the violation occurs in the mid-semester test, he will be given a failing grade in the course involved and will be required to withdraw from all the courses scheduled in that semester. In a case of the second violation, the student will be expelled.
2. If the violation occurs in the final examination, the student will be given a failing grade in the course involved, but he will be allowed and required to complete all other examinations. He will receive full credit for the semester, but will be suspended from the University for the next semester. If the violations occur in the Spring semester, the student will not be allowed to register in either the following Summer school session or the Fall semester. In the case of a second violation, the student will be expelled from the University.
3. If the violation occurs in a quiz or termpaper, the student will be given a failing grade in the course but may continue his work in another subject. A second violation will be punished by suspension for a semester. A third violation will be cause for expulsion from the University.

POLICY ON RELEASE OF STUDENT INFORMATION

Loyola makes every endeavor to keep the student's academic record confidential and out of the hands of those who would use it for other than legitimate purposes. All members of the faculty, administration and clerical staff must respect confidential information about students which they acquire in the course of their work. At the same time we try to be flexible enough in our policies not to hinder the student, the institution, or the community in their legitimate pursuits. The policies of disclosure that are followed by Loyola's Office of the Registrar are as follows:

A. Disclosure to the Student Himself

1) A student is entitled to an official transcript of his academic record. However, a student is not entitled to access to other records in his file which contain confidential information.

2) He has the right to inspect his academic record (from which transcripts are made) and is entitled to an explanation of any information recorded on it. When the original is shown, examination should be permitted only under conditions which will prevent its alteration or mutilation.

3) Documents submitted by or for the student in support of his application for admission or for transfer credit should not be returned to the student, nor sent elsewhere at his request. For example, a transcript from another college, or a high school record, should not be sent to a third original institution. In exceptional cases, however, where another tran-

script is unobtainable, or can be secured only with the greatest difficulty (as is sometimes true with foreign records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released. In rare instances the original may be released and the copy retained, with a notation to this effect being placed in the file.

B. Disclosure to Faculty and Administrative Officers of the Institution

1) Only Faculty and Administrative Officers of the institution who have a legitimate interest in the material and demonstrate a need to know should be permitted to examine the academic records of any student.

2) The contents of the official folder of a student should not be sent outside the Office of the Registrar except in circumstances specifically authorized by the Registrar. Normally a permanent record card should never leave the Office of the Registrar since copies can readily be prepared.

C. Disclosure to Parents, Educational Institutions and Agencies

1) Transcripts or grade reports are not released to parents or guardians without prior written approval from the student.

2) A request for a transcript or other academic information from another institution of learning, indicating the reason, therefore may be honored as a matter of interinstitutional courtesy. Normally there is no need to secure prior approval from the student.

3) Requests from a philanthropic organization supporting a student may be honored without prior approval from the student upon approval of the Registrar.

4) Requests from research organizations making statistical studies may be honored without prior approval of the student provided no information revealing the student's name is to be published.

D. Disclosure to Government Agencies

1) Properly identified representatives from federal, state, or local government agencies may be given the following information if expressly requested:

a) *verification* of date and place of birth
b) school or division of enrollment and class
c) dates of enrollment
d) degree(s) earned, if any, date, major or field of concentration, and honors received.

2) Concerning release of further information, it should be noted that government investigative agencies as such have no inherent legal right to access to student files and records. When additional information is requested, it normally should be released only on written authorization from the student. If such authorization is not given, the information should be released only on court order or subpoena. If a subpoena is served, the student whose record in being subpoened should be notified and that subpoena should be referred to the institution's legal counsel.

3) Officials of such government agencies will be required to complete a form indicating their name, agency, signature and what information they are requesting. This will be made part of the student's record.

E. Disclosure to Other Individuals and Organizations

Information furnished to other individuals and organizations should be limited to the items listed below under "Telephone Inquiries," unless the request is accompanied by an information or transcript release signed by the student.

F. Disclosure in Response to Telephone Inquiries

1) Only those items determined by the institution to be matters of public record may be released in response to telephone inquiries. Such items usually include:

a) whether or not the student is currently enrolled
b) the school or division in which he is or was enrolled and his class
c) dates of enrollment
d) degree(s) earned, if any, date, major or field of concentration, and honors received.

2) Release of addresses or telephone numbers should be consistent with institutional policy governing distribution of student directories.

3) Urgent requests for student information, e.g. address, telephone number, or immediate whereabouts, based upon an apparent emergency, should be handled by the registrar, including reference to the Dean of Student Affairs or other appropriate officer or individual.

G. Student Directories

If student directories are published for general distribution, each student should be given the opportunity to direct that his address and telephone number be omitted.

H. Disclosure by Other Offices of the Institution

1) The foregoing guidelines are applicable to handling any requests for academic information about students or former students received by any member of the faculty, administration, or clerical staff. The guidelines are intended to protect the individual's right to privacy and the confidentiality of his academic records throughout the institution.

2) All institutional personnel should be alert to refer promptly to the Office of the Registrar or other appropriate office requests for transcripts, certifications or other information which that office typically provides. Faculty members and the various institutional offices should restrict their responses to acknowledging, when appropriate, the receipt of requests for student information, or limit their response to that information germane to the sphere of responsibility or their relationship to the student, e.g. faculty advisor, major professor, etc.

3) Since the material is a student's placement file (should one exist) has been submitted by the student for the purpose of employment, it obviously may be released to anyone for this purpose. Whenever there is need for the institution to issue a transcript of the student's educational record in connection with employment, it should be specifically requested of the Office of the Registrar by the student.

I. Withholding Information

There may be conditions such as unmet financial obligations, violations of non-academic regulations, etc., under which an institution will withhold grade reports, transcripts, certifications, or other information about a

student. In such instances the policy should be clearly stated in an appropriate institutional publication.

All of the above guidelines are consistent with and in most instances identical to the regulations as set down by the American Association of Collegiate Registrars' and Admissions Officers.

CONSORTIUM

The university encourages students to take courses in the other two schools of the New Orleans Consortium, Xavier University and Dominican College. It is the policy of the New Orleans Consortium to allow any full-time day student in its member institutions to register without charge for any course in any other member school under the following conditions:

1. The student must have his dean's approval in writing.
2. No new sections will be formed to accommodate Consortium students.
3. The student may take a maximum of two courses or six hours' work, whichever is greater, at another institution.

LEAVE OF ABSENCE

Students may apply for a leave of absence for a specified period of time. All students wishing to study at other universities during the summer months must obtain the written permission of the Dean. A student who wishes to study at another University during the regular school year must, in order to retain his place in the University without prejudice, have his leave approved by the Dean and register for HPS 378—Leave of Absence (see Honors and Privileged Studies, p. 96). In all cases the student must have his courses validated by his major department and formalized by the Dean.

SUMMER SCHOOL

Students must obtain the written permission of their Dean to attend summer school away from Loyola. No transfer credit will be awarded for summer work unless the courses are approved by the major adviser and Dean. Only students in good standing are granted permission to attend another institution's summer school.

GENERAL ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The University, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

To be eligible for graduation, the student must have fulfilled his specific degree requirements, he must be in good standing, and he must have discharged his financial obligation to the University. In the first part of the academic year in which he expects to graduate, he must file for candidacy with the Registrar. He must attend all designated meetings of the candidates. Every student must participate in the Undergraduate Testing Program of the ETS, or its equivalent, if tests are available in his field. All exceptions must be approved by the Provost.

GRADUATION HONORS

Graduation honors are computed according to the quality point system. A student's graduation average is determined by dividing the total number of quality points earned by the total number of semester hours attempted by the student during his entire course.

Semester hours carried include all hours attempted, excluding authorized withdrawals, but including all attempts at a course which has been repeated in order to raise the total of quality points. A student who has made an overall cumulative average of 3.5 graduates *cum laude*; one who has made an average of 3.7 *magna cum laude*; one who has made an average of 3.9 *summa cum laude*. Record of these honors is inscribed on the diplomas and noted in the list of graduates published for the Commencement Exercises.

COLLEGE OF ARTS AND SCIENCES

Dean: William J. Byron, S.J., Ph.D.;
Assistant Dean: Walter S. Maestri, III, Cand., Ph.D.;
Administrative Assistants: Maedell Hoover and Mary E. Arceneaux.

The College, founded in 1912, is accredited by the Southern Association of Colleges and Schools, National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and principals leading to the Bachelor's or the Master's degree. It is approved for Teacher Education by the Louisiana State Board of Education. It holds membership in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, National Catholic Educational Association, National Educational Association and the Southern Association of Colleges and Schools.

The College offers the bachelor of arts or bachelor of science in the fields of Classics, Communications, Drama, Economics, English, History, Journalism, Modern Foreign Languages (French, German, Russian, Spanish), Philosophy, Political Science, Psychology, Religious Studies, Sociology, Social Welfare, Speech, Theology, Visual Arts; Biology, Chemistry, Computer Science, Dental Hygiene, Education (Elementary, Secondary, Physical), Mathematics, Medical Technology and Physics. In addition, it offers instruction in the areas of American Studies, Library Science, and Military Science. Those students preparing for law schools may enroll in the pre-legal curriculum; those preparing for medical,

dental, pharmacy, or veterinary schools normally work towards a degree in biology or chemistry. Students with high aptitudes and extraordinary interests may take courses in the Honors and Privileged Studies Program, which supplements but does not replace work toward a regular degree.

With the approval of the departmental chairmen involved and of the Dean, students may design interdisciplinary programs leading to interdisciplinary degrees. Several such programs have become standardized.

Two-year Associate Certificates are now being sponsored by the college. Students seeking an associate certificate, offered in the areas of the Arts, Behavioral Studies, Communicating Arts, Fine Arts, Mathematical Sciences, Military Studies, Religious Studies and Science, should apply for graduation following the same guidelines set for Baccalaureate Degree candidates.

REQUIREMENTS FOR DEGREE

The requirements for the bachelor of arts and the bachelor of science degrees are: completion of 128 successful semester hours of college work, which may include a maximum of 32 hours credit for advanced placement; 256 quality points; completion of the *Common Curriculum* described below; completion of the degree concentration requirements listed by the department; and certification by the major department. The College requirement in the major field of study is the completion of at least 30 hours of course work with an average of 2.0. No fewer than 12 hours, and no more than 21 hours, may be taken in any one semester without authorization by the Dean.

Examinations—The College requires that all candidates for a degree must sit for the Undergraduate Program if a Field Test is available in his major area of study. The oral and written comprehensive examinations in the student's major field are set by the department.

Residency requirement—Transfer students must complete a minimum of two semesters, which must include the last two before graduation, at Loyola. Transfer students must also complete half of their major degree concentration in residence at Loyola.

CURRICULUM DESIGN

The College curriculum is meant to achieve two goals: to give the student a solid and well-rounded preparation in the major field of concentration; and to bring the student to grapple in an atmosphere of study and reflection, with convictions, beliefs, and commitments and their creedal and rational underpinings. It is designed to assure the student that he or she will suffer no mindless commitments or groundless convictions. The curriculum matches the goals of Catholic and of Jesuit liberalizing education, both of which function best in an open society, a pluralistic culture, and an ecumenical age. The curriculum is broken up into five blocks of varying shape and size:

1. Block One. *Major Concentration*: that series of courses which lead to a bachelor's degree in a subject area. The concentration generally requires between 30 and 40 semester hours of study, and is described under each departmental heading below.

2. Block Two. *Adjunct Courses*: that series of courses in areas allied to the major concentration which lead to a well-rounded professional. Thus, mathe-

matics is necessary to a physicist; philosophy, very useful to the political scientist. Some of these courses are already listed below under degree programs, others are designated for the student by his chairman or advisor.

3. Block Three. *Dialog Courses:* The Dialog Courses make up one half of the *Common Curriculum*. They function through a reading list, lectures on the books read, and very small group discussions of the materials. The topics of these courses cross the lines of traditional disciplines, and are meant to bring the student to think deeply about crucial contemporary and perennial problems in the quality of human life. Each week, the student reads, hears lectures, makes a very brief written statement of position, and discusses these with a small number of his peers and a faculty member. The course ends with a position paper written by the student on the important topic or problem developed through the course is dialogue. Dialog courses are intended to foster a discourse on values in the context of the great ideas.

Each student must take one Dialog Course each semester he or she spends in the College. Hence, the typical student will generally take 24 hours of Dialog Courses. Three of these must be based respectively in philosophy, religious studies, and history.

4. Block Four. *Mode of Thought Courses:* These make up the second half of the *Common Curriculum*. The courses are designed to introduce the student to the manner in which the various disciplines shape their intellectual approaches to the world. The philosopher, biologist, sociologist, theologian, and artist gather different data, use different categories of thought, different vocabularies, and come to their appropriate conclusions on important questions. The topics are chosen because they are subject to treatment by various disciplines, and because of their significance to the quality of human life, belief, and mores in today's world. The courses are taught by panels of faculty expert in various areas.

The student must take six Mode of Thought courses per an eight-semester program of study, selecting one course from each of the six areas of thought: Creative Arts, Hard Sciences, Humanities, Philosophy, Social Studies and Religious Studies. Adjustments in this requirement are made by the Dean for students transferring into the College in mid-career. The course ends with an examination on the materials presented and a position paper on the topic.

5. Block Five. *Electives:* The College thinks it important that the student have considerable freedom to choose those courses or series which interest him or her, for whatever reason, so that the student's education may be rich and full. The number of hours a student may elect depends to a large extent on the major concentration, but it is generally about 30 hours.

At the request of the major advisor or chairman, or for especially good reason, the Dean may delete or substitute any requirements in the Common Curriculum as explained in Blocks Three and Four, in order to allow the student to derive maximum benefit from his or her course of study.

HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established on the campus for students in the College of Arts and Sciences.

Beta Epsilon Upsilon, honorary medical technology society, was founded on the campus May 23, 1939. It provides a stimulus for scholastic attainment in this field of the medical profession. Its activities include presentation of professional programs at meetings. Membership is by invitation of the active chapter to those who meet scholastic requirements.

Kappa Delta Pi is an honor society in education to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions in education. Zeta Rho Chapter, established at Loyola on October 8, 1949, taps those undergraduates who achieve a quality point average of 3.3 and graduate students who earn a quality point average of 3.5. Kappa Delta Pi has as its journal, *The Educational Forum,* which is one of the leading scholarly journals in education.

Pi Mu Epsilon is the National Honors Mathematics Fraternity. Loyola University Department of Mathematics was installed as the Louisiana Theta Chapter on April 17, 1970. Membership in the fraternity is dedicated to high scholastic achievement and to the promotion of excellence in the all-encompassing study of mathematics. Students of high scholastic ability and interest in mathematics are eligible for tapping regardless of their major field of study.

Rho Phi Theta Mathematics Society will continue for mathematics students before they are eligible for Pi Mu Epsilon.

Psi Chi is a national honorary scholastic psychology fraternity for students who are majoring or minoring in psychology. Its purpose is to advance the science of psychology, and to encourage, stimulate, and maintain scholarship in all fields.

Rho Phi Theta is a mathematics fraternity. Its objectives are identical with those of Pi Mu Epsilon the National Honors Mathematics Fraternity: the promotion of scholarly activity in mathematics among students in academic institutions and among the staffs of qualified non-academic institutions.

Sigma Phi Alpha is the Dental Hygiene Honor Society. Second year students may be elected. Students elected to membership of Chi Chapter of Sigma Phi Alpha must rank highly in scholarship and character.

Sigma Pi Sigma. The Loyola Chapter of Sigma Pi Sigma, national honor physics society, was installed December 19, 1954. Purpose of this group is to reward high scholarship by election to membership, to advance knowledge and interest in physics, to promote a spirit of cooperation between students and faculty, and to sponsor extra-curricular activities of the physics department.

The *Thirty Club* is an honorary journalism society whose purpose is to promote the advancement of journalism on the high school and college levels.

Tri Beta. The Eta Lambda chapter of Tri Beta, national honor biology society, was established at Loyola on March 24, 1956. It unites biology, pre-medical, pre-pharmacy, pre-dental and medical technology students into a single group with a common interest in biology.

PROFESSIONAL AND ACADEMIC SOCIETIES

Alpha Delta Theta. The Loyola chapter of Alpha Delta Theta, national professional medical technology society, is the successor to the Medical Tech-

nology Club founded on May 14, 1937. Dedicated to fostering a spirit of comradeship and professional union, the club sponsors lectures, movies and social events.

Agramonte Pre-Medical Society. This group, named in honor of Dr. Aristides Agramonte, noted malaria fighter and co-worker of Dr. Walter Reed, was founded in 1941 to provide an organized cocurricular preparation for the study of medicine. The program includes lectures, motion pictures, field trips to medical institutions and a "Pre-Med Night" for high school students.

American Chemical Society. The Loyola University Chapter of the Student Affiliates of the American Chemical Society was chartered on August 21, 1942, as an out-growth of the Chemistry Club, founded in 1933. Lectures, discussions, and visits to industrial and research plants constitute the yearly program. Membership is open to students who have completed a course in general chemistry.

Delta Epsilon Sigma is a national scholarship honor for students and graduates of Catholic colleges and universities. Members are chosen from the College of Arts and Sciences on a basis of good character, liberal culture, and high scholarship. Candidates must have at least a "B" average throughout their four years.

Elementary Education Club. Affiliated with the National Education Association, the Elementary Education Club is a professional group founded in 1948. The club serves to cement the bond among the undergraduate education majors that will continue through later professional relationship.

Edward A. Gamard Pre-Dental Society. The Gamard Pre-Dental Society had its beginning in 1946 to establish closer contact among the men who in later life will be professional associates. Membership is open to all pre-dental students.

The Loyola University Junior American Dental Hygienists' Association was organized in the fall of 1965. Through membership, the students learn the standards, ethics and accomplishments expected of them as professional hygienists and they become acquainted with the awards and responsibilities of their chosen profession.

The American Dental Hygienists' Association offers the undergraduate student membership in the national association. The junior member is entitled to a membership card, *"The Journal of the American Dental Hygienists' Association,"* and admission to any of the scientific sessions of the Association.

Michelson Physics Society. Named for Albert A. Michelson, noted American physicist, this society was founded in 1942. The society sponsors a series of student seminars and lectures by experts in various fields of physics. All students who have completed one semester of physics are eligible for membership.

Secondary Education Club. This club is concerned with fostering interest in secondary education. Lectures are given by outstanding persons in the teaching field and other programs are conducted.

The *Social Science Club* was organized in April 1958. The club was founded to further interest in the social sciences. It sponsors the appearance of authorities in fields related to the social sciences and humanities.

DEPARTMENTS:

Biological Sciences

Chairman: John H. Mullahy, S.J., Ph.D.;
Professors: Letitia Beard, Kamel Khalaf, Walter Moore, John Mullahy, S.J.;
Associate Professors: Roland Lesseps, S.J., Jagdish Upadhyay;
Assistant Professor: J. Kenneth Shull.

The Department of Biological Sciences has both a graduate and an undergraduate division. The undergraduate division offers students a preparation for graduate work in any one of the three main divisions of the department, i.e. botany, zoology, and microbiology. It also prepares students for the study of medicine, dentistry, pharmacy, veterinary medicine, oceanography, and marine biology. The pre-medical and pre-dental programs are full four year curricula for which the B.S. Biology degree is awarded.

All students in the Department are expected to complete a two year research project, BioSci 317, under the personal direction of a faculty member. All candidates for the B.S. Biology degree are required to complete a four year minor in chemistry which includes organic and biochemistry.

Juniors and Seniors in the Department are expected to serve as assistants. Students holding scholarships are expected to serve as assistants in the Department in return for the scholarship grant. In all other cases the student's earnings are applied to his tuition expenses.

The *Honors Program,* BioSci 317H, requires students to maintain a minimal B average in Biology and Chemistry during all four years. Special experimental work and grant applications are also required of honor students.

Successful completion of both oral and written comprehensive examinations in biological sciences is a requirement for graduation.

BACHELOR OF SCIENCE—BIOLOGY (HONORS)*

FRESHMAN

Major	BioSci 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 257-258	3	3
Adjunct	Lang: Ger 101-102	3	3
Adjunct	Engl 110-111	3	3
Dialog	RelStu	0	3
		17	20
		37	

SOPHOMORE

Major	BioSci 201-202	4	4
Adjunct	Chem 211/213-336	4	3
Adjunct	Lang: Ger 201-210	3	3
Adjunct	Engl—Upper Division	3	3
Dialog	Phil-Phil of Man	3	3
Mode of Thought	MT RelStu	3	3
		20	19
		39	

JUNIOR

Major	BioSci 301-312	4	3
Major	BioSci 317-317	0	0
Adjunct	Chem 331-332/326	3	5
Adjunct	Phys 201-203	4	4
Dialog	Phil of Conduct-Med Ethics	3	3
Mode of Thought	MT Electives: History	3	3
Electives	RelStu	3	0
		20	18
		38	

SENIOR

Major	BioSci 304-Elec	4	4
Major	BioSci 315-316	1	1
Major	BioSci 317-317	0	2
Adjunct	Chem 327/329-328/330	4	4
Dialog	Phil of Knowledge	3	0
Mode of Thought	MT Electives	3	3
		15	14
		29	
		143	

*Those students who finish their sophomore year with at least a B average in both Biology and Chemistry will be permitted to enroll for BioSci 317H., which encompasses an Honors program requiring special experimental work under the personal direction of one member of the department. To remain in the Honors program, students must maintain a minimum of a B average in Biology and Chemistry throughout their Junior and Senior years. Their diplomas will have "Honors" noted on them.

PREMEDICAL PROGRAM (Honors)*

FRESHMAN				
Major	BioSci 107-108	4	4	
Adjunct	Chem 111/113-112/114	4	4	
Adjunct	Engl 110-111	3	3	
Adjunct	Lang: Ger 101-102	3	3	
Adjunct	Math 257-258	3	3	
Dialog	RelStu	0	3	
		17	20	
				37
SOPHOMORE				
Major	BioSci 201-202	4	4	
Adjunct	Chem 211/213-340	4	3	
Adjunct	Engl—Upper Division	3	3	
Adjunct	Lang: Ger 201-210	3	3	
Dialog	Phil-Phil of Man	3	3	
Mode of Thought	MT RelStu	3	3	
		20	19	
				39
JUNIOR				
Major	BioSci 301-312	4	3	
Major	BioSci 317-317	0	0	
Adjunct	Chem 331-332/326	3	5	
Adjunct	Phys 201-203	4	4	
Dialog	Phil of Conduct-Med Ethics	3	3	
Mode of Thought	MT Electives: History	3	3	
Elective	RelStu	3	0	
		20	18	
				38
SENIOR				
Major	BioSci 304-302	4	4	
Major	BioSci 315-316	1	1	
Major	BioSci 317-317	0	2	
Adjunct	Chem 327/329-328/330	4	4	
Dialog	Phil of Knowledge	3	0	
Mode of Thought	MT Electives	3	3	
		15	14	
				29
				143

*Those students who finish their sophomore year with at least a B average in both Biology and Chemistry will be permitted to enroll for BioSci 317H., which encompasses an Honors program requiring special experimental work under the personal direction of one member of the department. To remain in the Honors program, students must maintain a minimum of a B average in Biology and Chemistry throughout their Junior and Senior years. Their diplomas will have "Honors" noted on them.

PRE-DENTAL PROGRAM—(B.S. Biology)*

Freshman

Major	Biol 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Engl 110-111	3	3
Adjunct	Math 257-258	3	3
Dialog	RelStu	3	3
		17	17
			34

Summer Session

Adjunct	Phys 201-203	4	4
			8

Sophomore

Major	BioSci 201-202	4	4
Adjunct	Chem 211/213—340*	4	3
Adjunct	Engl—Upper Division	3	3
Dialog	Phil-Phil of Man	3	3
Mode of Thought	MT Electives: RelStu	3	3
		17	16
			33

Junior

Major	BioSci 301-302	4	4
Major	BioSci 317-317	0	0
Adjunct	Chem 331-332/326	3	5
Dialog	Phil of Conduct-Med Ethics	3	3
Mode of Thought	MT Electives: History	3	3
Elective	RelStu	3	0
		16	15
			31

*Notes on B.S. Biology Degree: Those students intending to receive their B.S. BioSci from Loyola should schedule Germ 101-102 and Germ 201-210, Math 257-258 instead of Math 111-112 and should also schedule Chem 340 in the Soph. Spring Sem. Courses to be taken for Senior Year can be found on the B.S. Biology program.

Department of Chemistry

Chairman: Anthony DiMaggio, III, Ph.D.;
Professors: John F. Christman, Robert Petterson, Jasjit Walia, Richard S. Wendt;
Associate Professors: Anthony DiMaggio, Frank Komitsky, Jr.;
Assistant Professor: Robert Rathford, S.J.

Three undergraduate degree programs are offered by the Chemistry Department:

1.) B.S.—Chemistry (Honors Program)
2.) B.S.—Chemistry
3.) B.S.—Chemistry Major

The Chemistry Department is on the Approved List of the American Chemical Society for Professonal Training in Chemistry. Students who graduate with either the degree B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training.

The Chemistry curriculum described in these pages more than meets the standards of the American Chemical Society. The salient points of the curriculum are as follows: 1) Students will fulfill the requirements in general chemistry by taking an intensive one semester course. 2) Qualitative Analysis will be included in the laboratory for the course. 3) Quantitative Chemistry will be studied in the second semester of freshman year. 4) Physical Chemistry is now begun in the first semester of the Sophomore or Junior year instead of the Senior year. 5) The number of laboratory hours in elementary Organic Chemistry has been increased so that the ACS requirements for elementary Organic Chemistry will be completed in the Junior year. 6) Intermediate level courses in Quantitative Analysis and Inorganic Chemistry are offered, with Physical Chemistry as a prerequisite. 7) A number of advanced courses are offered as electives in the Senior year, some purely lecture courses, some laboratory courses. Students in the ACS certified degree programs will be required to take two of these elective lecture courses, and two elective laboratory courses.

Chemistry 350, Chemical Literature is a one hour course required of all chemistry majors in the Junior year. This course is designed to teach students how to search the literature rapidly and efficiently for specific pieces of information. For those students in the Honors Program, this course forms the beginning of their research program.

On the intermediate level, all students are required to take Chem 342–344, Intermediate Analytical Chemistry Lecture and Laboratory, and Chem 343, Intermediate Inorganic Chemistry Lecture. They will, however, have a choice between Chem 345, Methods of Inorganic Synthesis, and Chem 347, Qualitative Organic Analysis, with the approval of the Chairman.

Choice of advanced courses will be made by the student after consultation with his adviser and the Chemistry Faculty. This choice is aimed at putting the

finishing touches on the student's undergraduate training in the field in which he intends to specialize, in graduate school, in industry, or in government. While research is required of students in the Honors Program, a Chemistry Major may elect, with the approval of his adviser, to do a research project to help round out his education. The advanced courses to be taught in any given year will depend on needs of the senior class of that year. An upper division course in Physics or Mathematics will be accepted as one of the required advanced courses, with approval of the Chemistry and Physics or Mathematics Chairman.

An additional feature of the curriculum is that two full years of Physics are required for ACS certification, except for those whose interests lie in the field of Biochemistry or Medicine. These students may (1) take three semesters of Physics instead of four (2) take Biology 107-108 (3) choose Chem 363 and 362, Advanced Biochemistry Lecture and Laboratory, among their advanced courses.

In order to receive the degree B.S.-Chemistry (Honors Program), the student must: (1) Earn an over-all quality point ratio of 3.0 and a Chemistry course quality point ratio of 3.0 (2) Engage in, and do satisfactory independent work in a Chemistry research project in each semester, beginning with the first semester of Junior year. The quality of a student's project work each semester will be certified to the Department Chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the Departmental Chairman. (3) Present a seminar on his research to the assembled department during the second semester of his Senior year. (4) Take Thesis Research 371 for five semesters for a total of ten semester hours. The course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree. Completion of 18 upper division hours in Chemistry from the group of courses Chem 331–332, 333–334, 336–337, 338–339, 342–344, 343, 345, 327–328, 329–330, 347, plus the usual adjunct courses and common curriculum requirements, will fulfill the university requirements for a B.S. degree with a major in Chemistry. The foreign language may be chosen from French, German or Russian for this degree.

Sophomore, Junior, and Senior Chemistry Majors are expected to serve as student assistants to the extent judged appropriate by the Department Chairman. This work, which is an important part of their training, will earn partial remission of tuition if the student is eligible for financial aid.

Successful completion of a departmental oral comprehensive examination and a departmental written comprehensive examination in Chemistry are required for graduation in all three degree programs. The Department will waive its written comprehensive examination requirement if a satisfactory UP Field Test or Graduate Record Examination score is submitted.

BACHELOR OF SCIENCE—CHEMISTRY

Freshman			
Major	Chem 115; Chem 208	3	2
Major	Chem 117; Chem 210	1	2
Adjunct	Math 257-258	3	3
Adjunct	Math 201	0	3
Adjunct	English	3	3
Adjunct	Ger 101-102	3	3
Dialog	DC Phil-DC RelStu	3	3
		16	19
		35	
Sophomore			
Major	Chem 336-337	3	3
Major	Chem 338-339	1	1
Adjunct	Phys 111-112	5	5
Adjunct	Math 259-260	3	3
Adjunct	Ger 201-202	3	3
Dialog	DC Engl; DC Engl	3	3
		18	18
		36	
Junior			
Major	Chem 331-332	3	3
Major	Chem 333-334	2	2
Major	Chem 342-343	2	3
Major	Chem 344	1	
Major	Chem 350	1	
Major	Chem 371-371	(1)	(2)
Adjunct	Phys 221-222	3	3
Dialog		3	3
Mode of Thought		3	3
		18(19)	17(19)
		35(38)	
Senior			
Major	Adv. Organic Chem. Lec.	3	3
Major	Chem 371-371	(2)	(2)
Dialog	DC Hist-DC Elec	3	3
Mode of Thought		6	6
Electives		3	3
		15(17)	15(17)
		30(34)	
		136(143)	

Note: B.S.—Honors requirements in Parentheses.

Students seeking ACS Certification must complete Adjunct Courses.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Communications

Chairman: James L. Tungate, Ph.D.;
Associate Professor: Amir Karimi;
Assistant Professor: Norman W. Stein, Frances J. Stein, James L. Tungate;
Instructor: David Jones;
Lecturers: Joseph Bakshis, Zvi Shoubin, John Korbel, Newton Carter, Granville Semmes.

The Department of Communications is an academic unit of the College of Arts and Sciences and offers a program of instruction firmly rooted in the humanities within the Liberal Arts tradition. The academic purpose of the Department is to educate its students in the *processes* and *effects* of aural and visual communications, which encompass primarily the three interrelated areas of radio, television, and film. The complexity of the media, their multiplicity of creative and technical aspects, inevitably necessitates their study both as an art form and as a means of mass communications. The members of the faculty recognize the importance of a balanced combination of theory and practice. This combination includes history, theory, criticism, production processes and creative projects where a synthesis is of utmost importance.

The Loyola Communications Complex offers extensive facilities for practical work. Included are two all-color television studios with very modern production control rooms, a master control area, projection and video tape equipment, engineering shop, a news bureau with national wire service, seven radio studios, film cameras and film editing facilities, a graphic arts studio, a departmental multi-media classroom, a scene construction workshop, a large student lounge and offices. The Department also owns a two-van remote unit with portable generator, and operates a campus theater auditorium with projection booth equipped for 35mm films.

All members of the faculty have had professional experience in various forms of communications work, in addition to their academic credentials. Many other communications experts from the New Orleans media teach on a part time basis, frequently taking their classes with them to their stations or offices. Since Loyola University owns and operates WWL-TV, AM and FM, the Communications Department is easily able to arrange workshops for its students there. Internships in news, production, and sales are arranged at all New Orleans stations.

On campus, the Department operates WLDC Broadcasting System, a network of closed-circuit student broadcasting in both television and radio, broadcasting on the Loyola campus and to other New Orleans' campuses. A working TV-Radio News Bureau, operating in conjunction with the broadcasting services, offers practical opportunities in news. Advertising students sell commercial air time on the TV and radio stations.

PROFESSIONAL AND ACADEMIC SOCIETIES

The Department holds professional memberships in the following organizations.

National Association of Educational Broadcasters
Broadcast Education Association
Association of Departments and Administrators in Speech Communication
Speech Communications Association
Communications Conference—Association of Jesuit Colleges and Universities
Louisiana Association of Broadcasters
American Film Institute
UNDA-USA (International Association of Catholic Broadcasters— American Division)
Metropolitan Educational Media Organization
Television Bureau of Advertising
Radio Advertising Bureau
International Radio and Television Society

SPECIAL FACILITIES AND PROGRAMS

WLDC TV and Radio Broadcasting System

The Loyola Department of Communications sponsors a student operated television station and radio station which broadcast by closed-circuit and carrier-current on the Loyola campus and to the Xavier University and Dominican College campuses. Students are given practical assignments in these stations, which operate commercially and in the exact manner of professional broadcasting stations. WLDC Radio is an affiliate of the ABC Contemporary Radio Network, the Intercollegiate Broadcasting Service, and the Pacifica Radio Programming Service.

WLDC News Bureau

This is an operating news service for the campus television and radio stations. Associated Press wire service and ABC network affiliation, plus local reporting, make the Bureau a practical workshop for students interested in broadcast news.

The Institute for Religious Communications

The Institute held its first session in 1969 and since that time has gained an international reputation for excellence, attracting participants from all parts of the world to its summer sessions. Basic techniques in effective utilization of the mass media for religious and social causes are studied and practiced during three-week meetings of total communications environment. Many network government and editorial leaders of great distinction meet with the Institute as guest speakers.

CURRICULUM

The Communications curriculum optimizes faculty and student involvement in planning the direction of each individual's course of study. After completing the seven Communications courses in the first two years, the student selects one area of emphasis from the nine available. A Communications major must complete 12 semester hours in the chosen area, an additional 6 hours of any other Communications 300 level courses, and 12 semester hours of adjunct field classes. All majors must register for Colloquium each semester. A major must have a minimum total of 43 semester hours in

all Communications courses, and a total of 130 credit hours in all courses over eight semesters.

Areas of Emphasis and Adjunct Courses

1. *TV Production & Direction*
   Comm. 312 TV Production Workshop
   Comm. 313 Scenic & Graphic Art
   Comm. 314 Directing for TV
   Comm. 315 The Director as Creative Artist
   Comm. 316 Television Internship
   Comm. 397 Special Projects
   Adjunct Fields: Drama, Visual Art, Journalism

2. *TV and Radio News*
   Comm. 321 Writing for TV and Radio News
   Comm. 322 Studies in Broadcast News
   Comm. 324 Internship in TV & Radio News
   Comm. 362 Voice & Phonetics
   Comm. 312 TV Production Workshop
   Comm. 330 Film Making I
   Adjunct Fields: Journalism, Political Science, Sociology

3. *Film*
   Comm. 330 Film Making I
   Comm. 334 Film Directors
   Comm. 335 Film Genres
   Comm. 336 Film History
   Comm. 337 Film Criticism
   Comm. 338 Film Theory
   Adjunct Fields: Sociology, Drama, Visual Art

4. *Writing for TV & Film*
   Comm. 340 Script Writing I
   Comm. 342 Script Writing II
   Comm. 344 Commercial Copywriting
   Comm. 312 TV Production Workshop
   Comm. 330 Film Making I
   Comm. 303 The On-Camera Performer
   Adjunct Fields: English, Journalism, Sociology

5. *Educational Communications and Instructional Technology*
   Comm. 350 Teaching with Media
   Comm. 353 ITV (Instructional Television As a Teaching-Learning Tool.)
   Comm. 354 Analysis of the Role of Media in Education
   Comm. 355 The Function of Public Broadcasting
   Comm. 312 TV Production Workshop
   Comm. 330 Film Making I
   Adjunct Fields: Education, Sociology, Psychology

6. *Radio*
   Comm. 362 Voice & Phonetics
   Comm. 363 Radio Production
   Comm. 364 Radio Internship
   Comm. 384 Broadcast Programming
   Comm. 385 Broadcast Management
   Comm. 382 Broadcast Law
   Adjunct Fields: Sociology, Drama, Management

7. *On-Camera Performance*
   Comm. 370 The On-Camera Performer
   Comm. 372 Acting for TV & Film
   Comm. 362 Voice & Phonetics
   Comm. 314 Directing for TV
   Comm. 330 Film Making I
   Comm. 397 Special Projects
   Adjunct Fields: Drama, English, Sociology

8. *Broadcast Management*
   Comm. 381 Broadcast Sales
   Comm. 382 Broadcast Law
   Comm. 383 Promotion & Public Relations
   Comm. 384 Broadcast Programming
   Comm. 385 Broadcast Management
   Comm. 386 Sales & Management Internship
   Adjunct Fields: Management, Journalism, Sociology

9. *Communication Studies*
   Comm. 391 Man & Media
   Comm. 392 Current Trends
   Comm. 393 Persuasion & Propaganda
   Comm. 394 Media Studies
   Comm. 395 Historical Studies
   Comm. 396 International Media Systems
   Adjunct Fields: Sociology, History, Political Science

SAMPLE—BACHELOR OF ARTS-COMMUNICATIONS

Freshman

Major	Comm. 103-102	3	3
Major	Comm. 110-112	3	3
Dialog	DC Hist—DC Phil	3	3
Mode of Thought	MT Phil—RelStu	3	3
Electives		3	3
		15	15
		30	

Sophomore

Major	Comm. 201-202	3	3
Major	Comm. 204	3	0
Dialog	DC Elective—DC RelStu	3	3
Mode of Thought	MT Social Sciences—MT Humanities	3	3
Electives		6	9
		18	18
		36	

Junior

Major	Comm. 398-399	1	1
Major	Career Area Course	3	3
Adjunct	Electives	3	3
Dialog	DC Electives	3	3
Mode of Thought	MT Hard Sciences—MT Creative Arts	3	3
Electives	Communications	3	3
		16	16
		32	

Senior

Major	Comm. 389-399	1	1
Major	Career Area Courses	3	3
Adjunct	Electives	3	3
Dialog	DC Electives	3	3
Electives	Communications	3	3
Electives		3	3
		16	16
		32	
		130	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Dental Hygiene

Chairman: Edward E. Levy, D.D.S.;
Associate Professor: Edward E. Levy;
Instructors: Jewel Ardoin, Bonnie Brown, Dr. Robert Culver, Caroline Flinton, Dr. A. Peter Fortier, Dr. Olaf Langland, Molly Leaumont, Linda Meixell, Dr. Arthur Scott, Catherine Springstead;
Lecturers: Dr. H. R. Guerra, Dr. Victor Halperin, Mrs. Jimmie Pilati, Dr. Paul Schneider, Dr. C. D. Sneed.

§ *Two-Year Curriculum in Dental Hygiene*
§ *Four-Year Degree Program in Dental Hygiene*

The Curriculum of Dental Hygiene is in keeping with the modern trend toward preventive dentistry in which the dental hygienist, as an ancillary member of the dental team, plays a vital role. After thorough examination, the Curriculum of Dental Hygiene has been accredited by the Council on Dental Education of the American Dental Association.

Loyola University currently offers a four year degree program with special emphasis on advanced clinical practice, dental hygiene education, and Liberal Arts. A two year program is also available which prepares the student for clinical practice.

Dental Hygiene Fees (in addition to regular university fees)

Instruments (entire program of study) .....approximately $300.00
Books (entire program of study) .....approximately 200.00
Uniforms, laboratory coats,
incidentals expenses, etc.
(entire program of study) .....approximately 150.00

Students are advised not to purchase uniforms, laboratory coats, instruments and supplies until instructed by the Department Chairman.

Lockers are provided to the dental hygiene students for the safekeeping of their instruments, books, supplies, and clothes.

ATTENDANCE

Regular attendance is required at all dental hygiene classes and laboratory periods. There are no unexcused absences permitted.

PROMOTION

Dental Hygiene courses 211/213-214 and 331-332 must be passed with a grade of "C" or higher in order for the student to be graduated.

It is the policy of the Department of Dental Hygiene, subject to approval in each case by the Dean, not to extend academic probation more than one semester.

Transfer students or pre-dental hygiene students with lower than a 2.0 average will not be permitted to enter dental hygiene courses.

BACHELOR OF SCIENCE IN DENTAL HYGIENE

Freshman

Adjunct	Chem 107, General Chemistry	4	0
Elective	Chem 323, Biochemistry Lecture	0	3
Elective	Chem 325, Biochemistry Lab	0	2
Dialog	Engl, RelStu	3	3
Adjunct	BioSci 103A/122, Cultural Biol. & Microbiology	4	4
Mode of Thought	MT Phil, MT RelStu	3	3
Adjunct	Math* 115, Excursions in Mathematical Ideas	3	0
Major	DenHy 102B, Dental Orientation	0	1
		17	16
		33	

Sophomore

Major	DenHy 201, Oral & Dental Anatomy & Physiology	4	0
Major	DenHy 211, Preclinical Dental Hygiene Lecture I	2	0
Major	DenHy 213, Preclinical Dental Hygiene Lab I	2	0
Major	DenHy 214, Clinical Practice II	0	2
Major	DenHy 204, Radiology	0	1
Major	DenHy 212, General & Oral Pathology	0	4
Major	DenHy 206, Dental Health Education	0	1
Major	DenHy 202, Dental Materials & Dental Assisting	0	2
Adjunct	BioSci 205-206, Human Anatomy & Physiology	3	3
Adjunct	DramSp 102, Fundamentals	0	3
Major	DenHy 209, Medical Emergencies	1	0
Dialog	DC Phil, DC Hist	3	3
		15	19
		34	

Junior

Mode of Thought	MT Social, MT Elec	3	3
Adjunct	Psych, Psych. of Personal Adj. or Ed. Psych.	0	3
Dialog	DC Engl	3	3
Major	DenHy 307, Community Dentistry	0	1
Major	DenHy 331-332, Clinical Practice III & IV	4	4
Major	DenHy 311, Pharmacology	2	0
Major	DenHy 308, Practice Management	0	2
Major	Den Hy 303, Periodontology	1	0
Major	DenHy 305, Pedodontology	1	0
Major	DenHy 301, Nutrition & Dietetics	2	0
Major	DenHy 315-316, Advanced Dental Hygiene	1	1
		17	17
		34	

*Computer Science 121 may be substituted.

SENIOR

Major	DenHy 401-402, Individual Studies in Dental Hygiene	3	3
Mode of Thought	MT Electives	3	3
Dialog	DC Electives	3	3
Electives		3	6
Elective	Sociol	3	0
		15	15
		30	

Electives are determined by desired speciality area

1) Individual Studies in Dental Hygiene: 3 hrs. in Orthodontics; 3 hrs. in Operative Dentistry
2) Education: 15 hrs. in education hours
3) Liberal arts: All electives

Major Courses: 45 hours
Adjunct Courses: 27 hours
Common Curriculum: 42 hours
Electives: 17 hours

TWO YEAR PROGRAM OF DENTAL HYGIENE

FIRST YEAR

Adjunct	Chem 107, General Chemistry	4	0
Major	DenHy 102B, Dental Orientation	0	1
Major	DenHy 201, Oral & Dental Anatomy & Physiology	4	0
Adjunct	BioSci 205-206, Human Anatomy & Physiology	3	3
Adjunct	BioSci 122, Microbiology	0	4
Major	DenHy 209, Medical Emergencies	1	0
Major	DenHy 211, Preclinical Dental Hygiene Lecture I	2	0
Major	DenHy 213, Preclinical Dental Hygiene Lab I	2	0
Major	DenHy 214, Clinical Practice II	0	2
Major	DenHy 204, Radiology	0	1
Major	DenHy 212, General & Oral Pathology	0	4
Major	DenHy 206, Dental Health Education	0	1
Major	DenHy 202, Dental Materials & Dental Assisting	0	2
Dialog	DC Engl, DC RelStu	3	3
		19	21
		40	

SECOND YEAR

Adjunct	DramSp 102, Fundamentals of Speech	0	3
Dialog	Phil, Hist	3	3
Mode of Thought	MT Social, MT RelStu	3	3
Adjunct	Psych, Psych of Personal Adj. or Ed. Psych	0	3
Major	DenHy 307, Community Dentistry	0	1
Major	DenHy 311-332, Clinical Practice III & IV	4	4
Major	DenHy 311, Pharmacology	2	0
Major	DenHy 308, Practice Management	0	2
Major	DenHy 303, Periodontology	1	0
Major	DenHy 305, Pedodontology	1	0
Major	DenHy 301, Nutrition & Dietetics	2	0
Major	DenHy 315-316, Advanced Dental Hygiene	1	1
		17	20
		37	

Department of Drama & Speech

Chairman: Ernest Ferlita, S.J., D.F.A.;
University Professor: Alexis Gonzales;
Associate Professors: Donald Brady, Ernest Ferlita, S.J., Leo Zinser;
Assistant Professors: Robert Fleshman, Thomas Tews.

The Jesuit tradition in drama and speech goes back to the very beginning of the Order's educational activities. In the Jesuit school theatre, "the attempt was made for the first time to use the stage, not as the Humanists had used it, mainly for the sake of teaching Latin, but as a formative influence on the student's entire personality" *(Reader's Encyclopedia of World Drama)*. At the same time, no element of the dramatic arts was left unexplored, so that the spoken word, while retaining its importance, took its place alongside of mime, music and spectacle. It is not surprising, therefore, that a number of leading dramatists began the development of their art through contact with the Jesuit stage—Molière and Corneille in France, Calderón de la Barca in Spain, Goldoni in Italy.

The Department of Drama and Speech recognizes in this tradition important directions for the role of the theatre in the modern world, and attempts to make them felt in its curriculum. The curriculum for the Bachelor of Arts degree in Dramatic Arts is designed to provide:

a) Foundation courses in speech, dramatic literature and the theatre arts for students who intend to teach or direct in high schools, colleges, or community theatres.
b) Intensive groundwork in the theory and practice of oral communications, and of the dramatic arts, for students who plan to pursue graduate study in the scholarly, technical, or creative aspects of these fields.
c) Elective courses for students from other departments who wish to broaden and enrich their liberal arts background.

Two or three major productions are staged annually in Marquette Theatre. Work in the Experimental Theatre is continuous.

All drama majors are expected to assist in the production of at least one play per semester. A student placed on probation must cease all production activity until good standing is restored.

The department's comprehensive examination requirement is satisfied by the directing of a short play. The director must be able to defend his or her art before the department and present a record of it in a production book. Every senior must also take the UP Exam in Drama and Theatre, but this exam is not meant to serve as a graduation requirement but only to provide a national norm.

BACHELOR OF ARTS—DRAMA

FRESHMAN			
Major	DramSp 103-104	3	3
Major	DramSp 195-196	1	1
Adjunct	Music 123-124	2	2
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		15	15
			30
SOPHOMORE			
Major	DramSp 214-215	3	3
Major	DramSp 271-272	3	3
Major	DramSp 295-296	1	1
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		16	16
			32
JUNIOR			
Major	DramSp 311 or 412	3	0
Major	DramSp 325 or 328	0	3
Major	DramSp 303-310	2	2
Major	DramSp 395-396	1	1
Adjunct	Dramatic Literature	3	3
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		18	18
			36

SENIOR

Major	DramSp 412 or 311	3	0
Major	DramSp Elective	0	3
Major	DramSp 495-496	1	1
Adjunct	Dramatic Literature	3	3
Dialog		3	3
Elective		6	6
		16	16
		32	
		130	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

BACHELOR OF ARTS—SPEECH

FRESHMAN

Major	DramSp 101-102	3	3
Major	DramSp 195-196	1	1
Adjunct	Mus 123-124	2	2
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		15	15
		30	

SOPHOMORE

Major	DramSp 203	2	0
Major	DramSp 204	3	0
Major	DramSp 205	0	2
Major	DramSp 209	0	3
Major	DramSp 295-296	1	1
Adjunct	Psy 101	3	0
Adjunct	Comm 362	0	3
Dialog		3	3
Mode of Thought		3	3
		15	15
		30	

JUNIOR

Major	DramSp 210	3	0
Major	DramSp 303	0	2
Major	DramSp 311	3	0
Major	DramSp 393	0	3
Major	DramSp 395-396	1	1
Adjunct	Psy 370	3	0
Adjunct	Psy 392	0	3
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		19	18
		37	

SENIOR

Major	DramSp 398-399	3	3
Major	DramSp 412	3	0
Major	DramSp 495-496	1	1
Major	DramSp Elective	0	3
Dialog		3	3
Elective		6	6
		16	16
		32	
		129	

Note: Through the Consortium, a program in Speech Pathology is available either at Dominican or Xavier.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

BACHELOR OF ARTS—DRAMA & DANCE

FRESHMAN

Major	DramSp 214	3	0
Major	DramSp 195-196	1	1
Major	Mus 120-121	1	1
Adjunct	Mus 011	0	3
Dialog		3	3
Mode of Thought		3	3
Elective		3	3
		14	14
		28	

SOPHOMORE

Major	DramSp 271-272	3	3
Major	DramSp 215	0	3
Major	DramSp 295-296	1	1
Major	Mus 130-131	1	1
Dialog		3	3
Mode of Thought		3	3
Elective		6	3
		17	17
		34	

JUNIOR

Major	DramSp 303 (-310)	2	2
Major	DramSp 311	3	0
Major	DramSp 395-396	1	1
Major	Mus 240	2	2
Adjunct	Dramatic Literature	3	3
		3	3
Mode of Thought		3	3
Elective		1	3
		18	17
		35	

SENIOR

Major	DramSp 412	3	0
Major	DramSp Elective	0	3
Major	DramSp 495-496	1	1
Major	Mus 320	2	2
Major	PhysEd 131	0	1
Major	Mus 440-441	3	3
Dialog		3	3
Elective		3	3
		15	16
		31	
		128	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Program In Economics

(co-sponsored by the College of Business Administration)

Dean of the College of Business Administration: Lowell C. Smith

Professors: John V. Connor (Emeritus), Rudolph Coper (Emeritus), G. Ralph Smith, Lowell C. Smith, Jacques E. Yenni, S.J.;

Associate Professors: William J. Byron, S.J., Donald Losman, Shu-Jan Liang;

Assistant Professor: Michael Saliba.

Most men and women spend more than one third of their adult lives in economic activity. Microeconomics, one of the main branches of Economics, deals with the economic reasons for what people do and why they do it. Macroeconomics, the other main branch, examines the total results of these many individual acts.

The field of Economics offers a variety of opportunities for many interests and careers. Some of these focus on general economic theory. Among the theory-related topics are prices, industrial economics, econometrics, and statistical methods. In addition, many of the careers in economics are of practical importance, such as money and banking, the regulation of business by government, and collective bargaining.

An additional topic of importance deals with the impact of economic policies in society. This includes monetary and fiscal policies. The theory of economic development and comparative economic systems may also be examined.

In all of these fields the Program in Economics offers the undergraduate student a chance to acquire a competence that prepares and qualifies him for advanced studies in any of the nation's universities he might choose, including Loyola itself.

BACHELOR OF ARTS—ECONOMICS

FRESHMAN			
Major	Econ. 201-202	3	3
Adjunct	Math 115-116	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		15	15
			30
SOPHOMORE			
Major	Econ. 314—Mgt. 370	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	6
		15	18
			33

JUNIOR

Major	Econ 321-322	3	3
Major	Fin 310/Econ 331	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		18	18
		36	

SENIOR

Major	Econ 313-314	3	3
Dialog		3	3
Electives		9	9
		15	15
		30	
		129	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Education and Physical Education

Chairman: Mary C. Fitzgerald, M.Ed.;
Associate Professors: Lucille Bostick (Emerita), Alvin Aubry, Mary Fitzgerald, Hilda Smith;
Assistant Professors: Lorynne Cahn, Veronica Egan, Octavia M. Jones, Catherine LeBlanc, Joyce Moore, Frances Stein;
Instructors: Sharri Hembel, Bro. George Waguespack, S.J.;
Lecturers: Capt. Robert Brown, Josie Lewis, Anna Pleasanton, Daniel Richey, Raymond Smith, Octave Tournillion, III, James Volny.

One of the primary functions of the education of teachers today is to challenge students to develop the rationale and insights necessary for making significant decisions. Beyond mere thinking and acting, students must be brought to a deep-seated sense of responsibility for their actions. They must become sensitive to the relationships among people, and to the complexity of interactions that make community living possible. They must become aware of what is truly human and richly rewarding, in a world that too often is threatening, indifferent and mechanical. They must commit themselves to the most important career in our social order, one that is critical, exciting and demanding. They must look forward to a lifetime of change and growth in a dynamic era that they will help to shape.

At Loyola the Department of Education seeks two main goals: one, an awareness of those values that make for rich, warm, human living and learning;

and, two, the development of the powers and skills necessary to react positively and wholeheartedly to the management of the tasks of education.

The informed educator of today no longer simply follows the lead of others; he accepts the responsibility for speaking out in a strong, clear voice in educational decision-making. He is deeply committed to a posture that challenges the knowledge and traditions of the past and the changes in education in the contemporary age. His goal is to integrate that which is valuable in both. He wishes to involve himself in the service of God and his fellow man by dedicating his life to the development of the mind and spirit of the young.

"For every great man in the history of the world, there was someone who *taught* him, in some way, to reach this height." Teacher education is very important for the survival of . . . . the American way of life. Through teacher education, Loyola is contributing to this important sphere of American Culture.

Loyola's teacher education program provides for certification in a number of areas. The Bachelor of Science degree may be earned in one of the following areas: Elementary Education, Secondary Education, or Physical Education. A Bachelor of Music Education may also be earned at Loyola. The Library Science program of Loyola University offers those courses required by the State Board of Education for certification as a teacher-librarian in the Louisiana Public Schools. Home economics courses and some special education courses may be taken as consortium courses at St. Mary's Dominican College. Some distributive education and drivers education courses are offered by Loyola's College of Business Administration and by City College. A second teaching field or a physical education minor may be added to a secondary education student's first teaching field.

ADMISSION REQUIREMENTS

The prerequisites for admission to candidacy to the teacher education program at Loyola University are:

1. Admission as a student to the College of Arts and Sciences or College of Music at Loyola University.
2. Successful completion of one of the following courses: Ed. 100, 310 or 321.
3. Submission of the application for admission to the Department of Education.
4. Completion of an oral interview with members of the faculty.
5. Completion of the freshman year at Loyola or its equivalent. This would consist of a minimum of 30 credit hours of basic courses with 2.25 overall average.
6. Demonstration of:
   a. emotional, mental, and physical well-being.
   b. professional decorum, interest and motivation.
   c. respect and concern for people.

ADMISSION AND RETENTION IN TEACHER EDUCATION PROGRAMS

The Department of Education at Loyola University believes that persons whose actions or failure of performance would indicate that school children

might be adversely affected by them should not be permitted to enter and continue in the teacher education programs at Loyola University. Therefore, the Department of Education reserves the right to admit and retain in teacher education only those students whom the Department* deems capable of performing physically, mentally, emotionally, and socially in an acceptable professional manner.

Each student who desires a degree in teacher education must be admitted to candidacy by the Admission and Retention Committee and the Department of Education. Application for admission to candidacy will be made by the student while taking Ed. 100, 310, or 321 which normally is pursued during the student's freshman year. The official form and self-evaluation sheet are available in the Education Office and must be completed before the end of the student's first semester in residence. Students are responsible for returning these forms to the Education Department Office. Transfer students will be expected to complete Ed. 100, 310, or 321 during their first semester at Loyola before becoming eligible for admission to candidacy.

The Admission and Retention Committee and the Department of Education process all applications for admission to the degree programs in teacher education. In arriving at decisions, the Committee and Department use information obtained from the application form and self-evaluation sheet, the student's academic record, the test and interview records, faculty reports, health records, and other pertinent information. Admission procedure will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loyola. The student will be notified by letter from the Chairman of the Department of Education of the action taken on the application.

A student who is admitted to the teacher education programs will pursue his selected curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence in accordance with the printed curriculum in this bulletin. Suitable field experiences in schools are included if desired. An alternative is available.

A student may be admitted provisionally. He is required to confer with the Chairman and his adviser to clarify his particular status. Students who are admitted must continue to meet academic and professional requirements during their education program to be retained in this curriculum. Faculty members are invited to submit in writing the name of any student who they believe should be evaluated by the Admission and Retention Committee. Further, the Committee at the end of each regular semester and summer session examines the academic record of each education student.

The Committee may remove a student from a degree program if academically or professionally he would not be acceptable as a teacher. The Committee may also place him on probation for a given period. The services of the University Counselling Center are available to assist both applicants and students who are not accepted for a teacher program.

*In consultation with the University Counseling Center and other appropriate sources of pertinent information.

All students transferring from another department, college, or from another institution into the Education Department must complete their degree requirements at Loyola University and must have a 2.25 average or above.

TEACHER EDUCATION AND LOUISIANA STATE CERTIFICATION

A student may fulfill all requirements of a teacher education curriculum by completion of Loyola's planned, sequential, four-year teacher education program, as approved by the Louisiana State Board of Education. The Bachelor of Science degree may be earned in one of the following areas: Elementary Education, Secondary Education, or Physical Education; a Bachelor of Music Education may also be earned at Loyola. The Library Science program at Loyola University offers those courses required by the State Board of Education for certification as a teacher librarian in the Louisiana Public Schools.

A secondary education student may obtain certification by fulfilling all requirements for graduation in his major area and by completing the state approved teacher education program. This student *must be formally* admitted by the Department of Education and registered as an education minor. This must be done prior to the first semester of his junior year. Every education minor must have an education faculty adviser.

The National Teachers' Examination is recognized as the undergraduate comprehensive for the B.S. degree in Education. All candidates for the degree are expected to achieve a score at the 50th percentile or above. The records of candidates whose scores on the NTE are below the 50th percentile will be reviewed by departmental faculty for appropriate action.

As a prerequisite to student teaching, the student must earn a minimum of 50 clock hours as a teacher's aide in Educ. 201.

The Loyola Student Teaching Handbook specifies the policies and practices related to the student teaching experience. It is the responsibility of the student teacher and his supervisors to become acquainted with and to comply with these policies.

BACHELOR OF EDUCATION—ELEMENTARY EDUCATION

FRESHMAN

Major	Educ 100	3	0
Major	Educ 152-155	3	3
Major	PhysEd 125	2	0
Major	PhysEd Elec	1	1
Adjunct	Science	4	4
Adjunct	Mus 258	0	3
Dialog		3	3
Mode of Thought	MT Engl	3	3
		19	17
		36	

SOPHOMORE

Major	Educ 230-333	3	3
Major	Educ 201	1	0
Adjunct	Hist 201-202	3	3
Adjunct	Engl	3	3
Adjunct	DramSp 101	3	0
Adjunct	Science	0	4
Adjunct	Math 113-114	3	3
Dialog		3	3
		19	19
		38	

JUNIOR

Major	Educ 254	3	0
Major	Educ 354-355	3	3
Major	Educ 352-359	3	3
Major	Educ 356	2	0
Major	PhysEd 389-390	2	2
Adjunct	Hist 361	0	3
Dialog		3	3
Mode of Thought	MT Social Studies	3	3
		19	17
		36	

SENIOR

Major	Educ 350	8	0
Dialog		0	3
Mode of Thought	MT Elective	0	3
Electives		0	12
		8	18
		26	
		136	

Dialog: Of the 21 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

BACHELOR OF SCIENCE—SECONDARY EDUCATION

FRESHMAN

Major	Educ 100	3	0
Major	Ped 125/Activities	2	2
Major	Teaching Field[3]	0	3
Adjunct	Math 115-116[1]	3	3
Adjunct	Science[2]	4	4
Dialog	RelStu or Engl	3	3
Mode of Thought	Phil or RelStu or Engl	3	3
		18	18
		36	

Sophomore			
Major	Educ 201-302	1	3
Major	Educ 303 thru 309 or Educ 311 thru 314	3	0
Major	Teaching Field	3	3
Adjunct	Science	0	4
Adjunct	Grammar and Composition[4]	3	3
Adjunct	Hist 201-202	3	3
Dialog		3	3
Elective		(3)	0
		16(19)	19
		35(38)	
Junior			
Major	Educ 333-351	3	3
Major	Teaching Field	6	6
Adjunct	Dramsp 101	3	0
Dialog		3	3
Mode of Thought	MT Social Studies[5]	3	3
Electives		0	3
		18	18
		36	
Senior			
Major	Educ 349	0	6
Major	Teaching Field	9	3
Dialog		3	0
Mode of Thought	MT Elective	3	0
Elective		(3)	0
		15(18)	9
		24(27)	
		131(137)	

Dialog: Of the 21 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

1. Students planning to teach Mathematics and/or Science would take Math 257-258.
2. Students planning to teach Science or Physical Education would substitute laboratory sciences instead of the Science 103 courses.
   Physical Education majors would take BioSci 101-102 and a one-semester physical science course. Science majors must take, at least, 2 years of their major science and one year of each of the three other sciences.
3. Students planning to teach language, drama and speech, journalism, history or business subjects should take hours in their teaching field during their freshman year.
4. Students planning to teach English must take advanced English grammar and composition.
5. Social Studies electives can be chosen from Economics, Geography, History, Political Science, Sociology, and Anthropology courses.

BACHELOR OF SCIENCE—PHYSICAL EDUCATION, HEALTH AND SAFETY

Freshman			
Major	PhysEd 160-161	1	1
Major	PhysEd 120-125	2	2
Major	PhysEd Activity	0	2
Major	Educ 100	3	0
Adjunct	Math 115-16	3	3
Adjunct	Sci 101-102	4	4
Dialog	History—RelStu	3	3
Mode of Thought	Engl	3	3
		19	18
Sophomore			
Major	PhysEd 260-261	1	1
Major	PhysEd 205-206	3	3
Major	PhysEd 240-PhysEd Activity	2	2
Adjunct	Sci (Physic/Chem)	4	0
Adjunct	Hist 201-202	3	3
Adjunct	Engl (grammar-composition)	3	3
Dialog	Soc St./Phil	3	3
Mode of Thought		0	3
		19	18
Junior			
Major	PhysEd 360-361	1	1
Major	PhysEd 220-362	3	2
Major	PhysEd 320-305	2	3
Major	Educ 302-333	3	3
Major	Educ 371-Elective	3	3
Mode of Thought		3	3
Dialog	Soc St	3	3
		18	18
Senior			
Major	Educ 349	0	6
Major	PhysEd 460-461	1	1
Electives		9	0
Major	Educ 460	3	0
Dialog		3	0
		16	7

The student should be resourceful in the use of electives. Loyola has provided sufficient courses in Health and Safety in order for a student to become certified. Only an additional 15 hours are required. Although no certification by the state is offered, sufficient courses may be taken to secure an emphasis in the areas of recreation, dance, or coaching.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of English

Chairman: Dawson Gaillard, Ph.D.;
Professor: Mark Horne (Emeritus);
Associate Professors: Dawson Gaillard, John Joerg, Thomas Maher, S.J. (Emeritus), Marcus Smith;
Assistant Professors: William Cotton, Bruce Henricksen, Richard E. Johnson, Anthony Lala, John Mosier, Charles Nicholas, Kevin Roddy.

REQUIREMENTS FOR ENGLISH MAJOR

For a B.A. in English a student must complete 34 hours. Majors must take six units as freshmen, to be chosen from the 212-215 sequences.

After satisfying the above prerequisites, and normally at the beginning of the sophomore year, a major chooses to specialize in one of the following 300 level sequences of 4-hour courses:

Eng. 301-302-303:	British Lit. from beginnings to the present. 12 hours.
Eng. 310-311:	American Lit. from beginnings to the present. 8 hours.

A student must take the two or three courses in his own sequence plus one or two other 300 level courses, for a total of 16 hours on the 300 level. Completing this requirement may extend into the junior year.

The major program will be completed by selection of four 400 level courses, one of which may be Independent Studies (with consent of adviser).

In the interest of shaping the strongest possible program of study, the Department of English reserves to itself the prerogative of specifying which mode of thought courses its majors should take. The student must consult his assigned adviser in this as in all other curriculum matters prior to registering each semester.

BACHELOR OF ARTS—ENGLISH

FRESHMAN

Major	Engl 212, 213, 214, 215	3	3
Major	Engl 250	0	1
Adjunct	Lang	3	3
Adjunct	Hist 101-102	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		15	16
			31

SOPHOMORE

Major	Engl—300 level	4	4
Adjunct	Lang	3	3
Adjunct	Phil	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		16	16
		32	

JUNIOR

Major	Engl	8	6
Adjunct	Lang	3	0
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		0	6
		17	18
		35	

SENIOR

Major	Engl	3	3
Dialog		3	3
Elective		9	10
		15	16
		31	
		129	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Greek and Latin Studies

Chairman: Emmett M. Bienvenu, S.J., M.A.;
Professor: Emmett Bienvenu, S.J.

Students who present two or more high school units in Classical Languages are advised to take the Achievement Tests of the CEEB. On the basis of these tests, they are assigned to those language courses most suited to their needs and achievements.

GREEK AND LATIN STUDIES

The Bachelor of Arts Program in Greek and Latin is hallowed by a long tradition and yet it is most contemporary in its interdisciplinary structure. It highlights Greek and Roman literature; but in addition to the other

requirements, it demands a total of twenty-one hours in philosophy and in history. Thus the spectrum of studies is both broad and deep—sufficiently extensive, purposefully intensive.

Of special interest to the student is the Department's examination of the problems of Fifth Century Athens which so much resemble those of the United States in the 1970's: an unpopular and interminable war (with Sparta), radical innovation in education, wide-spread criticism of traditional religion. Studied in the words and works of Greek masters like Euripides, Aristophanes, Socrates, Plato, Thucydides and others, these and other problems are explored within the framework of the contemporary American scene.

Candidates for the Bachelor of Arts in Classics degree, which involves the study of both Greek and Latin literature, follow the program and course-sequences indicated in this Bulletin. But students who wish to focus exclusively on Greek or Latin literature alter the program listings in this way: they take two additional courses (six semester hours) in either Greek or Latin literature so as to complete their specific Major requirements of thirty semester hours; they follow three Departmental Courses-in-Translation (nine semester hours); and they add nine elective hours.

Senior comprehensive examinations are both oral and written. Exercises in composition, prose or verse, accompany the study of Greek and/or Latin authors in all courses.

Course Offerings (lower division): Greek courses numbered 101-2 are offered in the Fall and Spring semesters respectively of each scholastic year.

BACHELOR OF ARTS—CLASSICAL STUDIES

Freshman

Major	Gk 101-102	3	3
Major	Lt 201-202	3	3
Adjunct	Phil	3	3
Adjunct	RelStu	0	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		15	18
			33

Sophomore

Major	Gk 301-302	3	3
Major	Lt 313-314	3	3
Adjunct	Phil	3	3
Adjunct	Hist 103-104	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		18	18
			36

JUNIOR

Major	Gk Electives	3	3
Major	Lt Electives	3	3
Adjunct	Hist 301-302	3	3
Adjunct	Phil 309-310	3	3
Adjunct	RelStu	3	3
Dialog		3	3
		18	18
		36	

SENIOR

Major	Gk Electives	3	3
Major	Lt Electives	3	3
Adjunct	Hist 201-202	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		15	15
		30	
		135	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of History

Chairman: C. Joseph Pusateri, Ph.D.;
Professor: Charles E. O'Neill, S.J.;
Associate Professors: Bernard Cook, James J. Pillar, O.M.I., C. Joseph Pusateri, Sr., Grace Swift;
Assistant Professors: Peter Cangelosi, Benjamin Wren, S.J.;
Instructors: Maurice Brungardt, Robert P. Gardella.

The aim of the undergraduate program in History is to provide a broad-based study of man's past. Such a study is a response to an innate interest which all men have in the past and which parallels their concern for the future. This desire is seen as a search for identity, individual and collective, and for insights into today's problems with an eye to their solutions.

The department provides instruction by professors with terminal degrees; it does not delegate, as is the practice in many large universities, its undergraduate students to teaching assistants. Every effort is made to develop attitudes of mind that distinguish the liberally educated man—habits of skepticism and criticism; of viewing events with perspective and objectivity; of judging the good and the bad and the in-between in human affairs; of weighing the pros and cons in courses of action to be taken.

An undergraduate degree in History is recognized as valuable preparation for careers in several fields; law, foreign service, politics, journalism, teaching, and naturally, historical research and writing. History also serves as an indispensable adjunct to studies in the humanities and the social sciences.

In order to graduate with a degree in History, a student needs to earn 30 credit hours in his major; namely, 12 hours of lower-division courses, and 18 hours of upper-division courses. Of the latter, History 499: Historiography, is obligatory. In addition, during a student's senior year he must pass the Undergraduate Program Field Test in History (ETS: Princeton/Berkeley). He must maintain an overall "C" average in his major.

History majors are encouraged to keep in close contact with their faculty advisers. As a general rule, every student should see his adviser at least twice a semester. Responsibility for arranging such meetings is shared equally by the student and his adviser. If any disagreement should arise between a student and his adviser, the student should feel free to discuss the problem with the Chairman of the department. From the Chairman, appeals are properly made to the Dean.

Student involvement in the running of the department is realized by means of two elected student representatives, a junior and a senior, who participate with a deliberative vote in all departmental meetings. There exists on campus a chapter of Phi Alpha Theta, a national honor History society, for those students who qualify for membership.

ADJUNCT COURSES:

In addition to 30 hours of course work in History itself, the department requires the following adjunct courses be taken by all majors:

A. For those History majors not going to graduate school:

Social Science (chosen from Economics, Political Science, Psychology, or Sociology)	9
History of Philosophy	3
English	6
	18 hours

B. For those History majors intending to enter graduate school:

Statistics or Computer	3
Social Science (chosen from Economics, Political Science, Psychology, or Sociology)	9
Foreign Language	6/12
	18/24 hours

The determination of what specific courses in the disciplines listed above would be acceptable as meeting these adjunct requirements will be made by the faculty adviser.

BACHELOR OF ARTS—HISTORY

Freshman

Major	Hist 101-102 or Hist 103-104	3	3
Adjunct		6	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		0	3
		15	15
		30	

Sophomore

Major	Hist 201-202	3	3
Adjunct		6	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		0	6
		15	18
		33	

Junior

Major	Hist Electives	3	3
Major	Hist Elective-Hist 499	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		6	6
		18	18
		36	

Senior

Major	Hist Electives	3	3
Dialog		3	3
Electives		9	9
		15	15
		30	
		129	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Journalism

Chairman: Ralph T. Bell, B.A.;
Associate Professors: Ralph T. Bell, Sr. Carol Reuss, Leonard White;
Assistant Professor: Thomas J. Madden.

The journalist is sometimes described as an investigator of the contemporary world who has taken on the added function of reporting his discoveries to others. He is a historian of the moment. He is generally curious and fascinated by the patterns which he perceives in life and in the world. Individually journalists may differ in the emphasis they place on different fields of activity—one journalist is intrigued by science, another by sports—but they generally share an interest in communicating with others, in continually asking "Why?"

The goal of the Department is to produce a graduate who is technically proficient in the skills of journalism, broadly educated in the arts and sciences, knowledgeable about current journalistic research activities, and alert to changes in both society and journalism as the world evolves.

The curriculum is designed to provide technical instruction in journalism, combined with broad study in the Arts and Sciences. A student who selects journalism as his major field of study has approximately 60 hours of free electives—almost one-half of his total course time—in which, after consultation with his adviser, he studies subjects which fit his particular interests. A student interested in becoming a science writer, for example, will concentrate on science courses, while a student interested in urban affairs might concentrate on sociology and political science.

In his freshman year, the journalism major studies reporting and the visual aspects of journalism. In his sophomore year he studies editing and intermediate reporting. In his final two years at the university, the student is released to follow his own interests in journalism though all students are required to take either advanced reporting or advanced editing, and a course in Law and the Press (which probes legal and ethical considerations of journalism).

Journalism majors who wish to take advantage of the one-year program of studies abroad may make special arrangements with the Department of Journalism to file weekly columns as correspondents-in-training for credit in journalism. Thus they may continue their Journalism training while earning credit for studies abroad.

Career choices for the journalism graduate are abundantly varied. Reporting and editing for daily and weekly newspapers, radio and television, and specialty publications draws many graduates, while others go into careers in public relations, advertising, photography, commercial art, and graphic design.

Though most Journalism graduates go into professional work as soon as they receive their B.A. degrees; some follow with graduate study. Numerous excellent programs of graduate study are available for individuals interested in continuing their studies on an advanced level.

Summer intern work in the field is encouraged by the department, which actively assists in aiding students to obtain such positions with professional publications and organizations.

BACHELOR OF ARTS—JOURNALISM

Freshman

Major	Jour 101-102	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		6	9
		15	18
			33

Sophomore

Major	Jour 201-Elec	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		9	9
		18	18
			36

Junior

Major	Jour 346-Elec	3	3
Major	Jour 305 or 365-Elec	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		6	3
		18	15
			33

Senior

Major	Jour Elec	3	3
Dialog		3	3
Electives		9	9
		15	15
			30
			132

Dialog Course: One DC per semester of study; one in History, Philosophy, and Religious Studies.

Mode of Thought: Six MT for eight semesters of study; one based in each of six areas of thought—Philosophy, Religious Studies, Humanities, Hard Sciences, Social Sciences, Creative Arts.

Adjunct Course Requirement: No specific adjunct courses are required, but to insure breadth in course selection at least one elective must be taken in at least three of these four categories: 1) Humanities, 2) Science, 3) Social Science, and 4) Art.

Department of Mathematical Sciences

Chairman: Bernard A. Tonnar, S.J., M.A.;
Professors: Robert T. McLean, L. C. Cusachs;
Associate Professors: James Schmit, Lewis Todd, Bernard A. Tonnar, S.J., Ray Witham;
Assistant Professors: Cecil Hallum, Gerard Protomastro.

The basic program for mathematics majors is intended to give them a firm foundation in concepts of algebra, analysis and topology together with a sufficient training in the techniques of these areas and an introduction to the reading and writing of formal mathematics. This is accomplished through 15 hours of basic analysis, linear algebra and abstract systems taught during the freshman and sophomore years, followed by 6 hours of advanced calculus in the junior year. During the senior year the mathematics majors will round out their undergraduate mathematics with selections from complex functions, abstract algebra, mathematical probability and statistics, applied mathematics, real analysis, geometry, topology, etc. The choice of these electives will depend upon their future careers in mathematics. They may go directly to applied fields in business, industry, scientific research, social work or into secondary school teaching. On the other hand, they may wish to follow a more academic path in which case they attend graduate school to prepare for a career in college teaching and/or pure or applied research. In either case they will select advanced courses best suited for their potential. Every attempt is made to maintain a flexible curriculum so that the needs of the individual student can be best met. In particular, individual attention for high ability students is attained by undergraduate research programs, seminars and reading courses. Also a program leading to secondary education certification is available.

The student majoring in mathematics is encouraged to obtain as broad an educational experience as possible by selecting elective courses from several other disciplines in such diverse fields as physics, chemistry, economics, computer science, history, sociology, language, biology, psychology, music, English, business administration, etc. Areas which apply the mathematician's skills to a combination of computer methods and a field such as sociology is available. Such areas are called sociometrics, biometrics, econometrics, etc.

THE MATHEMATICS MAJOR PROGRAMS

There are many reasons for students choosing to major in mathematics at Loyola University. In meeting the broad interests of all mathematical scholars the Department offers flexibility in its programs.

The Mathematics Major

The basic program, entitled "The Mathematics Major", is designed for the student wishing to have a career where mathematics might be used directly or indirectly. For example, a career in aeronautics, electronics, marketing, social

engineering, opinion analysis, insurance, accounting, automation, management, computer applications, sales, teaching and government operations or research. The Mathematics Major program is an excellent preparation for entering graduate school in many fields, such as mathematics, economics, engineering, statistics, psychology, marketing, operations research, sociology, accounting, business administration, political science, education or any other study where the analytical approach and quantitative methods of the mathematician would be useful. The major planning such graduate study would take electives in the area in which graduate study is anticipated.

The Honors Mathematics Major

This form of the major program is designed for the student who wishes to attend graduate school in mathematics to prepare for a career working in pure or applied mathematical research. Such careers are in industry, business, consulting, social services, ecology, government and universities. Quite a few professional mathematicians carry on their research while teaching at universities. The scholar earning the Honors Mathematics Major will also be equipped to enter the careers mentioned for the other mathematics majors. Besides the honors of excelling in the more intensive group of advanced courses, the honor mathematics major is better prepared for graduate study in mathematics and will usually receive graduate fellowships and assistantships to cover his expenses for graduate school. The Mathematics Honors Degree requires at least a 3.5 average.

The service recommendations of the Department are as follows. Those who will need mathematics as a tool subject should take the sequence: Math 201, 257–258, 259–260. For those who need only 6 hours of mathematics there are several possibilities. Those who have a strong high school background should schedule either Math 257–258, followed by Math 241 for 9 hours, or Math 257, 241. Those with only 2 years of high school mathematics should take Math 115-116 if they plan to major in the social studies or Math 121-122 if they plan to major in the humanities. Elementary education majors should schedule Math 113-114. No student may receive more than 6 hours of 100 level course credits on a degree program except the elementary education major who may profitably add Math 115-116 after taking Math 113-114.

BACHELOR OF SCIENCE—MATHEMATICS

FRESHMAN

Major	Math 201	3	0
Major	Math 257-258	3	3
Adjunct	Science*	4	4
Dialog		3	3
Mode of Thought		3	0
Elective		0	6
		16	16
		32	

*Adviser will counsel student.

SOPHOMORE

Major	Math 259-260	3	3
Adjunct	Language 101-102 [Ger, Rus, Fr.]*	3	3
Dialog		3	3
Mode of Thought		3	3
Electives		6	6
		18	18
		36	

JUNIOR

Major	Math 361-362	3	3
Adjunct	Lang 201-202 [Ger, Rus, Fr.]*	3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	3
		15	15
		30	

SENIOR

Major	Math 391-Seminar	1	1
Major	Math Electives (300 Level)	6	6
Dialog		3	3
Mode of Thought		3	0
Electives		5	8
		15	15
		30	
		128	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

BACHELOR OF SCIENCE—MATHEMATICS (HONORS)

FRESHMAN

Major	Math 201	3	0
Major	Math 257-258	3	3
Adjunct	Lang 101-102 [Ger, Rus, Fr.]*	3	3
Adjunct	Science*	4	4
Dialog	DC Elective-DC RelStu	3	3
Mode of Thought	MT Phil	3	0
Elective		0	6
		19	19
		38	

*Adviser will counsel student.

SOPHOMORE

Major	Math 259-260	3	3
Adjunct	Lang 201-202 [Ger, Rus, Fr.]*	3	3
Dialog		3	3
Mode of Thought		3	3
Electives		6	6
		18	18
			36

JUNIOR

Major	Math 361-362	3	3
Major	Math Elective (300 Level)	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		15	15
			30

SENIOR

Major	Math 391 Seminar	1	1
Major	Math Electives (300 Level)	6	6
Dialog		3	3
Mode of Thought	MT Elective	3	0
Elective		3	5
		16	15
			31
			135

* Adviser will counsel student.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

THE COMPUTER SCIENCE PROGRAMS

The basic program in computer science consists of introductory courses which are also suitable for non-majors interested in learning how to use computers and advanced courses primarily designed to prepare majors for graduate study or professional careers. Adjunct requirements and elective choices in Mathematics, Economics, Science, and Foreign Language or Accounting prepare majors to be able to communicate with professionals in allied fields.

The department recommends a minor in another field of the student's choice as well as upper level mathematics, science, foreign language, and literature electives for those majors planning to go on to graduate or professional school, or to seek employment in the computer field.

Computer Science is a rapidly developing field in which several distinct specialties are emerging. The major program provides flexibility in the choice of upper level (300 or 400 numbers) courses to permit emphasis on areas of special interest.

Seminars are presented by faculty, students, and visiting speakers to provide a broad perspective of the development and application of new techniques, career opportunities in related fields, and experience for the student in independent analysis and presentation of reports.

The literature of computer science is found predominantly in the English language, so computer science majors are free to study the classical or modern foreign language of greatest personal attraction.

BACHELOR OF SCIENCE—COMPUTER SCIENCE

Freshman

Major	Comp Sci 101-102	3	3
Major	Comp Sci 224*	0	3
Adjunct	Math 201	3	0
Adjunct	Math 257-258	3	3
Elective		0	3
Mode of Thought		3	0
Dialog		3	3
		15	15
			30

Sophomore

Major	Comp Sci 295-296	2	2
Major	Comp Sci 201-202	3	3
Major	Comp Sci 226*	0	3
Adjunct	Phil 331	3	0
Elective		3	3
Mode of Thought		3	3
Dialog		3	3
		17	17
			34

Junior

Major	Comp Sci Upper Level	3	3
Adjunct	Science	3	3
Electives		6	6
Mode of Thought		3	3
Dialog		3	3
		18	18
			36

*Comp Sci 226 may be taken first, if preferred.

SENIOR

Major	Comp Sci 381-382	1	1
Major	Comp Sci Upper Level	3	3
Major	Comp Sci 471-472	1	1
Adjunct	Econ 201-202	3	3
Elective		0	3
Mode of Thought		3	0
Dialog		3	3
		14	14
			28
			128

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Program Recommended for Graduate or Professional School Admission or Professional Employment

BACHELOR OF SCIENCE—COMPUTER SCIENCE

FRESHMAN

Major	Comp Sci 101-102	3	3
Major	Comp Sci 224*	0	3
Adjunct	Math 201	3	0
Adjunct	Math 257-258	3	3
Adjunct	Language Upper Level	3	3
Mode of Thought		3	3
Dialog		3	3
		18	18
			36

SOPHOMORE

Major	Comp Sci 295-296	2	2
Major	Comp Sci 201-202	3	3
Major	Comp Sci 226*	0	3
Adjunct	Math 259-260	3	3
Adjunct	Phil 331	3	0
Dialog		3	3
Mode of Thought		3	3
		17	17
			34

JUNIOR

Major	Comp Sci Upper Level	6	6
Adjunct	Science	3	3
Dialog		3	3
Mode of Thought		3	3
		15	15
			30

Senior			
Major	Comp Sci 381-382	1	1
Major	Comp Sci Upper Level	3	3
Major	Comp Sci 471-472	1	1
Adjunct	Econ 201-202	3	3
Adjunct	Accounting†	3	0
Adjunct	Literature	0	3
Dialog		3	3
		14	14
		28	

*226 may be taken first if preferred.
†This course to be designed by the Business School.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Medical Technology

Chairman: Anna R. Persich, M.S., M.T. (ASCP);
Professors: John Arnold, Jr. (Emeritus), Timothy Duggan, (Emeritus);
Associate Professor: Anna R. Persich;
Assistant Professors: Barbara A. Cretini, Mrs. Andre Villere;
Instructor: Susan P. Marshall.

The profession of Medical Technology is one of the newest of paramedical sciences and is an essential and rewarding profession. It offers exciting possibilities for those who want a career in science and a part in medical care; and it provides great personal satisfaction for those who are endowed with the spirit of dedication and service to their fellowmen.

This field is open to both men and women. As a Medical Technologist one becomes a scientific fact-finder and performs tests which are "devised to disclose the subtle changes that disease produces in the body", thus aiding the physician in his diagnosing and treating of disease. The fields in laboratory medicine in which a technologist can specialize include hematology, clinical chemistry, bacteriology, parasitology, virology, immunology, blood banking and nuclear medicine.

Medical technologists with a bachelor's degree may find positions in hospital laboratories and private clinics, industrial laboratories and health agencies on local and national levels. In addition there are excellent and interesting opportunities to do research, teach or work in pharmaceutical and biological laboratories. The services of technologists are being employed in such challenging fields as chromosome analysis, election microscopy, and isotope studies—all new horizons in the field of medicine.

The Department of Medical Technology at Loyola is a part of the College of Arts and Sciences and has long been recognized for its outstanding program. It was one of the first group of schools of medical technology approved

by the Board of Registry of the American Society of Clinical Pathologists and the Council on Medical Education of the A.M.A. on August 29, 1936.

As a profession, medical technology demands an in-depth program in college science courses to meet the increasing responsibilities of the profession. The program of studies at Loyola adequately meet these demands. It consists of three years of intensive study on the campus followed by a continuous twelve month period of technical training in an affiliated approved Hospital School of Medical Technology. The curriculum on campus includes a series of 9 courses in specialized areas of laboratory medicine and those courses required by the Registry of Medical Technologists of the American Society of Clinical Pathologists (ASCP) for certification, namely: 16 semester hours in chemistry, 16 hours in Biology and a minimum of 3 semester hours in college level mathematics, as well as the courses required in the common curriculum.

A comprehensive examination is given at the completion of the junior year of college studies and before the entrance of the student into the hospital training program.

Loyola seniors are assigned to Hotel Dieu, Mercy Hospital, Touro Infirmary and U.S. Public Health Service Hospital (Marine) for training. To be eligible for hospital training students must have maintained at least a 2.0 overall average and a "C" grade in each of the major courses.*

After the satisfactory completion of this course of study, a student is awarded the degree of Bachelor of Sciences in Medical Technology and is eligible to take the Registry Examination of the American Society of Clinical Pathologists.

Upon receiving a B.S. in Medical Technology degree students may go into graduate studies in such fields as Microbiology or into M.D. programs.

BACHELOR OF SCIENCE—MEDICAL TECHNOLOGY

Freshman

Major	MedTch 101-102	1	2
Major	MedTch 104	0	2
Adjunct	BioSci 101-102	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 115	3	0
Dialog		3	3
Mode of Thought	MT Electives	3	3
		18	18
			36

Summer Session

Major	MedTch 205	4
Adjunct	BioSci 209	4
		8

*Because hospitals are limited by the accrediting agency to the number of students they can accommodate, the number of students accepted for training may be limited. In such cases, assignments must be handled on a competitive basis.

SOPHOMORE

Major	MedTch 201-211	2	2
Major	MedTch 203-213	2	2
Major	MedTch 215	3	0
Adjunct	Chem 211/213-316/326	4	5
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		3	3
		20	18
		38	

JUNIOR

Major	MedTch 301-302	2	2
Major	MedTch 311-321	2	2
Major	MedTch 313-323	2	2
Major	MedTch 331	0	2
Major	MedTch 333	0	2
Adjunct	BioSci 301	4	0
Dialog		3	3
Mode of Thought	MT Electives	0	3
Elective		3	3
		16	19
		35	

SENIOR (Major courses taken at an affiliated hospital)

MedTch 430	Clinical Microscopy Lec	1
MedTch 431	Clinical Microscopy Lab	2
MedTch 440	Cl. Microbiol Lec	2
MedTch 441	Cl. Microbiol Lab	4
MedTch 450	Cl. Hematology Lec	2
MedTch 451	Cl. Hematology Lab	4
MedTch 460	Cl. Chemistry Lec	2
MedTch 461	Cl. Chemistry Lab (Gen)	3
MedTch 462	Cl. Chemistry Lab (Special)	3
MedTch 470	Blood Banking Lec	1
MedTch 471	Blood Banking Lab	2
MedTch 480	Cl. Serology Lec	1
MedTch 481	Cl. Serology Lab	2
MedTch 490	Parasitology Lec	1
MedTch 491	Parasitology Lab	2
MedTch 495	Seminar	1
		33
		150

Dialog: Of the 21 hours requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Modern Foreign Languages

Chairman: Richard A. Frank, Ph.D.;
Professors: Louis Soniat, S.J. (Emeritus), Jesus Rodriquez;
Associate Professors: Andree Heller (Emerita), Rochelle Ross, Raymond Sabatini, Isabel Snyder (Emerita), David Wells;
Assistant Professors: Richard Frank, H. R. Graf, Orlando Saa, S.J.;
Lecturer: Leo V. Sovinsky.

The minimum requirements for major status in the Department are as follows:

1. Thirty-three (33) hours of course work in the target language, of which an absolute minimum of twenty-one (21) hours must be on the three hundred (300) level. Of these twenty-one (21) hours on the three hundred (300) level, an absolute minimum of fifteen (15) hours must be literature.
2. All majors in the Department must stand a Comprehensive Language-Literature Examination during their senior year. This examination will consist of two parts, a written part and an oral part. The written part will generally be taken prior to the oral part. Both parts will be based upon the students' course work and a reading list approved by the Department. The comprehensive-thesis requirement will be waived for those students who place sufficiently high on the Undergraduate Program Field Test. Only those students with valid topics approved by a committee of three faculty members in the Department will be allowed to substitute a thesis for the comprehensive examination.
3. Majors in the Department will generally have a total of thirty-six (36) hours of electives in their junior and senior years. All majors who are not engaged in education course work or in working toward a second major outside the Department are required to demonstrate proficiency in a second foreign language. A major will be required to take a total of twenty-four (24) hours in Adjunct Courses. These Adjunct Courses will include 15 hours of a second language, 3 of which must be in the 300 level literature course, 3 hours in history of the major language community, and 6 hours of English dealing with World Literature.

BACHELOR OF ARTS—MODERN FOREIGN LANGUAGES

FRESHMAN

Major	Lang 101-102	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		3	3
		15	15
		30	

SOPHOMORE			
Major	Lang 201-202	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Elective		6	6
		18	18
			36
JUNIOR			
Major	Lang 300 level	6	6
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		18	18
			36
SENIOR			
Major	Lang 300 level	6	3
Adjunct		3	3
Dialog		3	3
Electives		3	6
		15	15
			30

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Students are required to take only 12 hours of a language in their Junior and only 9 hours of a language in their Senior year. Students are, however, strongly recommended to take an additional 3 hours of a language in each semester of these years.

Department of Philosophy

Chairman: Alvin J. Holloway, S.J., Ph.D.;
Professors: Henry Montecino, S.J., Sandra Rosenthal;
Associate Professors: David Boileau, Patrick Bourgeois, Alvin Holloway, S.J., Ann Plamondon;
Assistant Professors: Gary Herbert, James Watson;
Visting Lecturer: Harold Cooper, S.J.

Philosophy has a unique role to play in any liberal arts curriculum. It is a discipline which challenges the student both to reflect on his own biases and presuppositions and to put order into his thoughts. Philosophy also teaches the student to criticise the beliefs and presuppositions of other scientific dis-

ciplines. The philosopher declares any existing scientific methodology fair game for his critical probing. The philosopher reflects on human experience in its most general aspects and seeks for meanings and connections that elude more specialized or less reflective disciplines.

The student of philosophy confronts human values precisely as values. He probes the basis of ethical judgment and subjects ethical criteria to personal critical evaluation.

Philosophy provides the student with the critical apparatus he needs to live reflectively in a pluralistic society.

Overspecialization in education dulls the student's sense of possibilities beyond the narrow scope of his limited specialized field. It sacrifices the man to his social functions. By alerting the student to the dangers of overspecialization, philosophy liberates and humanizes him.

Although philosophy is an autonomous discipline and independent of theology, philosophers have often raised the questions which most preoccupy theologians. And creative philosophers have in every age provided the vocabulary for innovative theological thought.

In a word, philosophy is an indispensable part of any liberal arts curriculum. It provides a unique stimulus to thought and to relections upon human experience.

The following courses are required in philosophy for majors: Logic, Epistemology, Metaphysics, Ancient Philosophy, and Modern Philosophy. The normal requirement in semester hours for a philosophy major is 30 or 33 hours. No student may take more than 39 semester hours in philosophy as a part of the 128 semester hours required for graduation. If he wishes to take more than 13 courses they must be either audited or taken for credit in addition to the 128 semester hours.

BACHELOR OF ARTS—PHILOSOPHY

FRESHMAN

Major	Phil	3	3
Adjunct	Lang 101-102	3	3
Dialog	DC English	3	3
Mode of Thought	MT RelStu-MT Hist	3	3
Electives		3	3
		15	15
			30

SOPHOMORE

Major	Phil	3	6
Adjunct	Lang 201-202	3	3
Dialog	DC Sociol, Psych, or Pol Sci	3	3
Mode of Thought	MT Physics, Chem, or BioSci	3	3
Electives		3	3
		15	18
			33

JUNIOR

Major	Phil	6	6
Dialog	DC RelStu-DC Hist	3	3
Mode of Thought	MT Math	3	3
Electives		6	6
		18	18
			36

SENIOR

Major	Phil	3	3
Dialog	DC RelStu-DC Elec	3	3
Electives		9	9
		15	15
			30
			129

Note: Phil. and Lang. courses chosen in consultation with the major adviser. The student is to continue his studies in his chosen language until he has a reading knowledge of this language.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Physics

Chairman: David Keiffer, Jr., Ph.D.;
Professors: Francis Benedetto, S.J., Carl Brans, Karl Maring, S.J. (Emeritus);
Associate Professors: James Carter, S.J., Henry Garon, David Keiffer, Jr., Creston King, Lawrence Strohmeyer.

The Department is dedicated to the training of undergraduates and to the preparation of our students for advanced studies. In designing the program we have taken into account the fact that a thorough understanding of the fundamental laws of nature and of the mathematical and experimental methods used in physics provide a solid background for graduate studies not only in physics but also in many other disciplines. The curriculum is quite flexible and adaptable to the individual interest of the student. The 26 hours of electives in the third and fourth years present an opportunity to the student to prepare for further study in areas such as engineering, oceanography, meteorology, computer science, technical management, science teaching and medical physics.

The Department's facilities, located in Loyola's Science Complex, are outstanding. All of our students are encouraged to participate in our faculty's research and in our Undergraduate Research Participation program. We believe that this opportunity to work closely with one of our faculty using the sophisticated equipment of modern physics is one of the unique features of this Department.

Some graduate programs will require reading knowledge of a foreign language. For those planning studies in these areas it is recommended that 12 hours of the electives be devoted to foreign language.

The regular B.S. Physics degree requires 40 credits in physics including those physics courses explicitly named below.

The degree B.S. Physics (Honors) will be granted to those students who complete a minimum of 4 additional credits in physics, obtain a quality point ratio of 3.0 or better in physics and mathematics and complete a thesis based on their senior year research. In addition, all seniors must pass written and oral comprehensive examinations. A pass in the written comprehensive is obtained by scoring above the 50th percentile on the UP field test.

BACHELOR OF SCIENCE—PHYSICS

Freshman

Major	Physic 100-100	0	0
Major	Physic 111-112	5	5
Adjunct	Math 201	0	3
Adjunct	Math 257-258	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		14	17
			31

Sophomore

Major	Physic 100-100	0	0
Major	Physic 221-222	3	3
Major	Physic 223-224	3	3
Adjunct	Math 259-260	3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives*	Physic 240-241	1	1
		16	16
			32

Junior

Major	Physic 100-100	0	0
Major	Physic 350-351	3	3
Major	Physic 370-371	2	2
Adjunct	Math 381	3	0
Dialog		3	3
Elective*	Physic 340-341	1	1
Elective		6	6
		18	15
			33

SENIOR

Major	Physic 100-100	0	0
Major	Physic Electives	3	3
Major	Physic 372	2	0
Dialog		3	3
Mode of Thought	MT Electives	3	3
Elective		6	6
		17	15
		32	
		128	

*Optional if overall degree requirements are satisfied.

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Political Science

Chairman: F. Conrad Raabe, Ph.D.;
Professor: Stan J. Makielski;
Associate Professors: Thomas Clancy, S.J., Conrad Raabe;
Assistant Professors: James Chubbuck, Phillip Dynia, J. David Edwards, Edward Renwick.

We offer the basic elements of an undergraduate political science program to all our students. With this education many of our graduates go on to law school or graduate school. Some pursue positions with corporations or in the federal, state, and municipal civil services. A few graduates embark directly on a career in the heady stuff of politics. There is also a two year associate's program in the behavioral sciences in which the political science department participates.

As the interest in law school has increased we have tailored our curriculum to accommodate this demand. We offer three specialized programs for the student who is law school bound: the straight four year pre-law program is specially constructed through the use of adjunct courses to provide the broad academic background preferred by law school; the three-one pre-law program enables a student to complete the department's requiremnts for a B.A. in political science in three years, enter law school, and, using his first year of law school as electives, receive his political science degree after successfully completing thirty hours in law school; finally, the department offers a very specialized program for certain students who wish to complete all their degree requirements and graduate in three years. Further information on these programs is available from the department chairman.

Regardless of program, at present our majors are required to take a comprehensive examination before receiving a B.A. in political science.

Because of the tradition at Loyola which produces many of the politicians of the area, we have a special interest in urban and state politics, particularly New Orleans and Louisiana politics. In 1967 the Institute of Politics was

established by means of a grant. This is an extension service to train people, mostly young professionals, in the realities of political life with a view to encouraging them to undertake a political career. Since September, 1971, the Political Science Department has nominated certain outstanding undergraduates to be associated fellows in the Institute program.

BACHELOR OF ARTS—POLITICAL SCIENCE

Freshman

Major	Pol Sci 101—Elec	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	3
		15	15
			30

Sophomore

Major	Pol Sci 201-202; 313-314	6	6
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	3
		18	18
			36

Junior

Major	Pol Sci 301-302; 311-Elective	6	6
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	3
		18	18
			36

Senior

Major	Pol Sci 331-Elective	3	3
Dialog		3	3
Electives		9	9
		15	15
			30
			132

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Psychology

Chairman: Harold J. Vetter, Ph.D.;
Professor: Harold J. Vetter;
Associate Professors: Paddy A. Doll, H. J. Fagot, S.J.;
Assistant Professors: G. S. Clack, C. J. Wallace;
Lecturer: Marjorie Dachowski.

The B.A. degree program is designed to provide a thorough background in Psychology for those students preparing for a graduate degree as well as those desiring to acquire a terminal degree in Psychology without plans of attending a graduate school.

REQUIREMENTS FOR MAJOR IN PSYCHOLOGY:

Those students preparing for a graduate degree (Plan I) and those seeking the terminal degree (Plan II) are required to complete Psychology 101, 201, 202, 334, and 398 and 399. Plan I students are required to take courses from the general areas of Learning, Personality-Testing, Experimental, and Advanced Statistics. Plan II students are allowed freedom in their choice of courses. A major in this Department consists of 33 hours. At the end of the Senior year majors on Plan I must take the Advanced Test in Psychology of the Graduate Record Examination and those in Plan II must take the Field Test in Psychology of the Undergraduate Program. Both groups are required to score above the 50th percentile. All psychology 101 students are required to participate in 2-hrs. non-classtime Research Projects.

BACHELOR OF ARTS—PSYCHOLOGY

FRESHMAN

Major	Psych 101—Elec (200, 312, 330)	3	3
Adjunct	Science	4	4
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		16	16
		32	

SOPHOMORE

Major	Psych 201-202	3	3
Major	Psych 334	3	0
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		18	15
		33	

JUNIOR			
Major	Psych—Elec	6	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		18	15
		33	
SENIOR			
Major	Psych 398-399	1	2
Major	Psych Electives	3	4
Dialog		3	3
Electives		9	6
		16	15
		31	
		129	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Religious Studies

Chairman: Stephen Duffy, S.T.D.;
University Professor: C. J. McNaspy, S.J.;
Professor: John Miller, C.S.C.;
Associate Professors: Stephen Duffy, Sr. Fara Impastato, O.P., John May, S.J., J. Emile Pfister, S.J.;
Assistant Professors: Patrick Phillips, S.J., Louis Poche, S.J., Anthony Saldarini, S.J., Francis Sullivan, S.J.;
Lecturers: Leo Bergman, Gerald Fagin, S.J., Ray Noll, S.J.

The academic study of religion is a high priority in a Catholic and Jesuit university. Religious Studies hold a legitimate place among the other academic disciplines. These studies are pursued in a spirit of free intellectual inquiry. The primary concern of Religious Studies is to investigate man as a religious being and the impact of religious experience and belief upon his existence. This means that religion and religious life are reflected upon as they have shaped and been shaped by man's social, political, artistic, economic, and scientific endeavors. Theological syntheses past and present are also an object of study within this program. Since Loyola is a Catholic university, these studies are undertaken from within that faith perspective. The program, however, is designed not to indoctrinate, but to achieve understanding of the religious phenomenon.

Non-majors are encouraged to take those Religious Studies courses that bear some affinity to their major field. Students electing to major in Religious

Studies are given personal attention by a departmental advisor and a course of studies leading to the B.A. will be mapped out. The following courses are required for majors: Old Testament Studies, New Testament Studies, Phenomenology of Religion, Philosophy of Religion. The normal requirement is the completion of 30 semester hours. An adjunct of 15 hours is to be determined by the student and his advisor. Seniors must complete a research project or take a comprehensive examination.

BACHELOR OF ARTS—THEOLOGY AND RELIGIOUS STUDIES

FRESHMAN			
Major	RelStu Lower Division	3	3
Adjunct		3	3
Dialog		3	3
Electives		6	9
		15	18
		33	
SOPHOMORE			
Major	RelStu	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Natural Science/Humanities	3	3
Electives		6	3
		18	15
		33	
JUNIOR			
Major	RelStu	3	3
Dialog	DC Elec—Hist	3	3
Mode of Thought	MT Social Sciences/Creative Arts	3	3
Electives		9	6
		18	15
		33	
SENIOR			
Major	RelStu	3	3
Dialog		3	3
Mode of Thought	MT RelStu/Phil	3	3
Electives		9	6
		18	15
		33	
		132	

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

Department of Sociology

(Including Social Welfare Program)

Chairman: Pedro F. Hernandez, Ph.D.;
Professor: Joseph Fichter, S.J.;
Associate Professor: Pedro Hernandez;
Assistant Professors: Phyllis Raabe, Sally Seaman;
Instructors: Walter Maestri, Jerrol M. Seaman.

REQUIREMENTS FOR MAJOR:

The B.A. degree in Sociology is designed to prepare students for entrance into graduate or professional school, and to provide a thorough background in sociology for either vocational or general life purposes, i.e. for working in public or private agencies in which a background in social sciences is expected. A major in this Department consists of 30 hours of sociology: an introductory sociology course, sociological theory, social statistics, and the course on research methods are among the most important and required courses.

Sociology is a scientific discipline which must be taught and framed in a humanistic background. For this reason, a core of strictly scientific courses in the main areas of the discipline is bound with complementary courses which will enhance the perspective of the major subject.

The beginning courses are designed to make students aware of the social forces and processes that characterize present day American society, as well as to provide an introduction to sociological concepts. Once they are familiar with the social environment which has shaped their own lives, students should be able to evaluate cultures and societies other than their own.

Several advanced courses are offered which should be of interest to the major and non-major. For example, courses on juvenile delinquency, city life, the operations of bureaucratic organizations, work as a social phenomenon, etc., are of interest to all of us simply by virtue of our participation in society. The Department is also making special efforts to acquaint students with the New Orleans area urban structure and to commit their efforts on behalf of the study and the solution of social problems in this region.

BACHELOR OF ARTS—SOCIOLOGY

FRESHMAN

Major	Sociol 101—Elec	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	3
		15	15
		30	

SOPHOMORE

Major	Sociol 225—Elec	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		6	6
		18	18
			36

JUNIOR

Major	Sociol 306—Elec	3	3
Major		3	3
Dialog		3	3
Mode of Thought		3	3
Electives		3	6
		15	18
			33

SENIOR

Major	Sociol Electives	6	6
Dialog		3	3
Elective		9	9
		18	18
			36
			135

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

SOCIAL WELFARE PROGRAM

In addition to the program in academic sociology, the department cooperates with the New Orleans Consortium in its program of social welfare.

The purpose of the social welfare program is to provide students with undergraduate preparation leading to a baccalaureate degree in social welfare, which enables one to directly enter into the social service occupations or to enter into graduate education leading to an advanced degree in social work.

Students electing social welfare as a major must earn a total of 36 hours, including a minimum of 23 hours in social welfare courses and a total of 13 hours in sociology and psychology. Of the 13 hours in sociology and psychology, there should be a minimum of 6 hours in each. Of the 23 hours in social welfare courses, 20 hours consist of the following required courses: SocWel 202, SocWel 301-302, SocWel 303, and SocWel 401-402.

Department of Visual Arts

Chairman: Bro. Gebhard Fröhlich, S.J., M.F.A.;
Associate Professor: James McLeod, S.J.;
Assistant Professors: Ignatius D'Aquila, Bro. Gebhard Fröhlich, S.J., Franz Heldner;
Instructor: James Arena.

The Department of Visual Arts provides an atmosphere for student imagination to discover and implement inventive goals. The artist is concerned with making sense of his life, with formulating his experience in persuasive, durable images. Great artists shared their experience with us and left images on paper, canvas, wood and stone, to name a few materials. The Loyola student in Visual Arts studies the past to learn from these masters. Courses in art history, embracing many fields of concentration, enable the student to evaluate monuments of art. At the same time studio courses in drawing, painting, sculpture and design are planned to allow him to develop his own talent and revivify experience, to utilize materials, to awaken inspirations, to direct activity toward inventive discovery. This process we call image-making.

Courses like Art Fundamentals introduce the student to the rediscovery of color and shape, of point and line, and of all elements of art. Classes are arranged whereby students may concentrate at long intervals of time for inspiration rather than at short periods interrupted by other academic requirements. Art majors have classes on Tuesdays and Thursdays exclusively for this purpose. After adequate familiarity with materials and an introduction to design, advanced students are encouraged to tackle problems in new materials. For this purpose classes in ceramics and sculpture provide experience with new dimensions. Photography also offers innovative opportunity for image-making, often in conjunction with the Communications Department.

Psychology and art history are sources important for art students. For this purpose classes are offered in Art of the Child and in World Survey of Art History. Students particularly interested in working with small children in art have access to Saturday classes where trained specialists direct youngsters in image-making at its earliest stages. Art history classes embrace survey courses and also concentrations in periods, all with an effort to provide a comprehensive conspectus of the monuments of the past and their significance for us today. Students eager to pursue art history have, in addition to Loyola's own library resources, several nearby art libraries, all within convenient proximity to our campus. A host of private and public libraries in cultural New Orleans make the study of art at Loyola more rewarding and meaningful.

Image-making as a versatile language of communications can equip one with many visual skills. These talents are not confined to art. Hopefully the student of Visual Arts will relate and integrate them with other disciplines.

The Department of Visual Arts helps students to pursue studies where this can be done. Each semester some courses in other departments are cross-referenced for credit in Visual Arts as well as in their own specific discipline. Departments of Drama and Speech and of Theology and Religious Studies have already proved successful with this method and other similar courses are planned. In this way students may widen their knowledge and conveniently fulfill academic requirements for credit.

BACHELOR OF ARTS—VISUAL ARTS

Freshman			
Major	VisArt 100-101	3	3
Major	VisArt 110-111	3	3
Major	VisArt 112-113	1	1
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
		16	16
			32
Sophomore			
Major	VisArt 200-201	3	3
Major	VisArt 202-204	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		18	18
			36
Junior			
Major	VisArt 334-336	2	2
Major	VisArt 300-301	3	3
Adjunct		3	3
Dialog		3	3
Mode of Thought	MT Electives	3	3
Electives		3	3
		17	17
			34
Senior			
Major	VisArt 350-353	3	3
Major	VisArt Electives	6	6
Dialog		3	3
Electives		3	3
		15	15
			30
			132

Dialog: Of the 24 hour requirement students must successfully complete 3 hours each in Hist., Phil., and RelStu.

PROGRAMS

Honors and Privileged Studies

Director: Richard E. Johnson, Ph.D.

This program, which supplements but does not replace major degree programs aims at offering an unusual variety of interdisciplinary and experimental courses to the qualified student. Normally, students will be selected for participation in core freshman and sophomore Honors Humanities courses. These courses are designed to acquaint the students with the workings of most major disciplines in the humanities. Students who have successfully completed this course, together with their normal concentration and distribution requirements of the first two years, will be designated *university fellows*. The *fellows* will have the opportunity to engage in pass/fail work, and to engage in special courses and fields of study. Upper division courses are offered each semester in special fields, and are open to all interested students in the university, subject to the approval of the instructor and director.

Students not selected for the program in the first year may petition for participation anytime up until their seventh semester of work.

Military Science

Professor of Military Science: LTC Oliver J. Rowell;
Associate Professors: Major Malcolm P. Schwarzenbach, Jr., Major Robert J. Warren, Captain Robert J. Brown.

The Department of Military Science is maintained and operated by the Department of the Army of the United States as a department of Loyola University in facilities furnished by the university. Instruction presented by the department is divided into two courses, the Basic Course and the Advanced Course. The Basic Course consists of the first two years of the four year program and the Advanced Course consists of the third and fourth years. The Military Science curriculum has been developed in response to current educational philosophies and concepts. It provides a flexible program

compatible with the constantly evolving environment of the total academic community. The instructional program consists of three major parts: the academic major in a recognized degree field; institutional courses of particular interest and value to the military service (selected from appropriate level electives not in the student's major discipline) ; and courses in Military Science. Enrollment in Military Science is voluntary for all physically fit male and female students. For the male student, successful completion of the Military Science course may lead to a commission in the US Army Reserve or the Regular Army; for the female student, successful completion may lead to a commission in the Women's Army Corps.

Students with prior military service or ROTC training may apply for constructive credit toward fulfillment of the basic course requirements. The amount of constructive credit granted will be determined on an individual basis by the Professor of Military Science.

The maximum amount of Military Science credit accepted toward the bachelor's degree requirement is 15 hours. The amount is largely determined by the requirements of the degree program the student is following, since various degrees allow varying amounts of elective work. If a student's major program calls for 15 or more elective hours, the student may elect up to 15 hours toward the completion of the required 128 hours.

During the periods of instruction, students are enrolled as members of the Reserve Officers Training Corps of the United States Army and are subject to its rules and regulations.

All Military Science students must take *American Military History 370.* This is a 3 hour course offered by the History Department each fall semester. The course satisfies the Military Science Department requirement and can also be used to satisfy a 3 hour history requirement. The course will be taken prior to enrollment in the ROTC advanced course and normally will be taken as a freshman. Exceptions will be made only by the Professor of Military Science.

THE BASIC COURSE

Enrollment is voluntary and instruction is in common subjects applicable to the Army as a whole, to include leadership training with the objective of qualifying the student for the Advanced Course.

MILITARY SCIENCE I (101–2) (1st year)—2 Sem. Hrs. per Sem.
Subject

Military Service Obligations, Benefits and Responsibilities
Military Courtesy, Customs and Traditions
Seminars in Current Military Leadership Problems
Leadership Laboratory
* American Military History 370

MILITARY SCIENCE II (201–2) (2nd year)—3 Sem. Hrs. per Sem.
Subject

Topography and Aerial Photograph Reading
Introduction to Operations and Basic Tactics
Fundamentals of Military Research
Military Communicative Arts
Leadership and Group Behavior
Leadership Laboratory
* Philosophy 200 Level

* Example of Appropriate Academic Subject

THE ADVANCED COURSE

Enrollment is competitive. Students who successfully complete the Basic Course may apply for enrollment in the Advanced Course. Students with prior training at an institution having a recognized ROTC unit or with active military service, may be given credit toward completion of the Basic Course requirement.

MILITARY SCIENCE III (301–2) (3rd year)—3 sem. Hrs. per Sem.

Subject

Fundamentals of Leadership
Internal Defense and Development
Branches of the Army
Counterinsurgency Operations
Small Unit Tactics and Communications
Summer Camp Orientation
Leadership Laboratory
* Management 300 Level

MILITARY SCIENCE IV (351–2) (4th year)—3 Sem. Hrs. per Sem.

Subject

Staff Operations and Responsibilities
Logistics and Supply Management
Military Law
Army Administration
Role of the United States in World Affairs
Airmobile Operations
Leadership Laboratory
* English Literature 300 Level

ENROLLMENT AND CONTINUANCE

The general requirements for enrollment and continuance in Military Science are that the student be: (1) a citizen of the United States, (2) physically qualified as prescribed by the Department of the Army, (3) accepted by the institution as a regularly enrolled student (qualified students attending institutions where Army ROTC training is not offered may be enrolled as special students in the Military Science program at Loyola upon approval of the PMS, Loyola Vice President for Academic Affairs, and officials of the parent institution), (4) not less than 14 years of age and must not have reached 23 years of age at time of enrollment.

As a condition to enrollment in the Advanced Course the student must agree in writing to: (1) complete the course of instruction offered unless released by the Department of the Army, and (2) accept a Reserve Commission, if tendered. Upon enrollment in the Advanced Course, the student is enlisted in the U. S. Army Enlisted Reserve for a period of 4 years. This enlistment is terminated upon the acceptance of a commission.

In general, students selected for the Advanced Course are those who have demonstrated, in the Basic Course, outstanding qualities of command leadership and who possess the mental, moral and physical characteristics indicative of Army Officer potential.

A commission as Second Lieutenant, United States Army Reserve is awarded

*Example of Appropriate Academic Subject.

upon completion of the Advanced Course, and academic requirements for degree. Students at Xavier University and St. Mary's Dominican College are welcome to participate in this program under the New Orleans Consortium cooperative effort.

(Note: Alien students may be enrolled in the Basic Course and, under certain circumstances, in the Advanced Course.)

EMOLUMENTS

During enrollment in the Advanced Course, the student is paid a monthly subsistence allowance of $100 a month during the two year school period. Students attending ROTC summer camp receive ½ the base pay of a second Lieutenant (approximately $400) for the six week period and an allowance of six cents a mile for travel to and from the camp.

Members of the Advanced Course are required to attend camp one summer, normally between the third and fourth year. All students going to camp are housed, uniformed, fed and given medical attention at government expense while at the camp. The duration of camp is six weeks and begins in early June.

UNIFORMS

All Military Science students are required to deposit $25.00 with the Treasurer of the University prior to enrollment in the Basic or Advanced Course. The student will then be issued the prescribed uniforms and insignia from the supply room. Necessary cleaning, repair or replacement of uniform items must be made by the students. The uniform deposit will be returned to the student upon completion or authorized withdrawal from the course, providing articles or uniforms are returned in good condition. (Advanced Course students awarded a commission will be permitted to retain uniforms). Final settlement will be made by the Treasurer's Office.

TEXTS AND EQUIPMENT

The Department of the Army furnishes necessary texts and equipment for the Military Science program to the student on a loan basis. A fee will be deducted from the uniform deposit for loss of texts or equipment.

DISTINGUISHED MILITARY STUDENTS

A Distinguished Military Student is an individual so designated after careful consideration of his qualifications by the President of the University and the PMS. He must possess outstanding qualities of leadership, high moral character, a definite aptitude for the military service, and he must have demonstrated his leadership ability through his accomplishments while participating in recognized campus activities.

DISTINGUISHED MILITARY GRADUATES

Those Distinguished Military Students who have completed the Advanced

ROTC Course and who have been selected by the President of the University for scholastic excellence, may be designated upon graduation as "Distinguished Military Graduates" by the Professor of Military Science. Distinguished Military Graduates may be tendered commissions in the Regular Army of the United States.

SCHOLARSHIPS

The ROTC Vitalization Act of 1964 authorizes financial assistance in the form of Army Scholarships for selected students enrolled in the Military Science program. Both male and female cadets are eligible for these scholarships which provide for all tuition, fees, lab fees, texts and other required expenses, except room and board. In addition, the student receives $100 per month for the duration of the scholarship, except for the summer training camp period during which he is paid approximately $400. For its ROTC scholarship students, Loyola grants an additional $400 a year or $1600 over a four year period. This grant may either be accepted in cash or, at the student's choice, be deducted from his room and board expenses. Students interested in applying for these scholarships may obtain additional information from the Professor of Military Science.

ROTC ACTIVITIES

NATIONAL SOCIETY OF PERSHING RIFLES

The Pershing Rifles is a National Honorary Military Society. Its aim is to encourage, develop and preserve the highest ideals of the military profession, to promote American citizenship, to create a closer and more effective relationship between cadets of various colleges and universities and to provide recognition of military ability and application among the cadets of the Senior Division, Reserve Officers' Training Corps. Among its activities are the formation of a precision drill team and an official Loyola University Color Guard.

NATIONAL SOCIETY OF SCABBARD AND BLADE

The National Society of Scabbard and Blade is an organization for uniting in closer relationship the military departments of American universities and schools; for preserving and developing the essential qualities of good and efficient officers; for preparing individuals as educated men to take a more active part and have a greater influence in the military affairs of the communities in which they reside; and to disseminate intelligent information concerning the military requirements of this country.

ASSOCIATION OF THE UNITED STATES ARMY

The Association of the United States Army is a national military organization. The Association promotes a closer affiliation between the military and

academic departments. It offers to the military student an opportunity to gain a true insight of the purpose and activities of the United States Army.

RIFLE TEAM

Members of the rifle team will be selected through individual competition, and will represent the department in matches sponsored by the Fifth U.S. Army, and in matches with other colleges and universities as well as selected NRA matches. The firing is conducted with modern small bore rifles on an indoor range. Sweaters and trophies are awarded to team members.

RANGER DETACHMENT

The Ranger Detachment conducts separate training programs designed to familiarize its members with guerrilla and counterguerrilla operations, and to attain the standards of physical fitness required for operations under adverse conditions. Participation in training activities with the Special Forces Reserve Units and with ROTC Ranger units of other universities is part of the extra activity.

CAPERS

Coed auxiliary of the Pershing Rifles, CAPERS is open to all female students of the Consortium. Members of the CAPERS assist in the functions of the Pershing Rifles. These activities include marching with the Pershing Rifle Drill Team at numerous Mardi Gras parades, visits to active Army installations, taking part in various local community services, and acting as hostesses at functions sponsored by the Professor of Military Science.

ASSOCIATE DEGREE

A 2-year Associate Degree in Military Studies is available to Loyola University students. This 66 semester hour course of study has the following requirements:

Military Studies	9 Sem hours
Adjunct	6 Sem hours
MT-DC	21 Sem hours
Electives	30 Sem hours

Pre-Law

Adviser: Peter Cangelosi, M.A.

Students who intend to proceed to Law School are strongly urged to complete an undergraduate degree first. This is the method preferred by most law schools. Philosophy, History, Business, Political Science, English and Sociology are the most popular programs among students intending to study Law. The pre-law adviser will be available to counsel students desirous of going to law schools who are in regular degree programs. Some schools of law, however, will still admit students who have successfully completed three years of college work. A sample program for the first two years of such a course of study is given below. Students who do wish to complete a degree should work most closely with the pre-law adviser.

PRE-LEGAL PROGRAM

Freshman

Adjunct	Engl	3	3
Adjunct	Hist	3	3
Adjunct	Latin or DramSp	3	3
Adjunct	Lang	3	3
Adjunct	Math	3	3
Dialog	Required-Elective	3	3
		18	18
		36	

Sophomore

Adjunct	Engl	3	3
Adjunct	Sociol or Pol Sci	3	3
Adjunct	Latin or Science	3	3
Adjunct	Lang	3	3
Adjunct	Hist	3	3
Mode of Thought	MT Elective	3	3
		18	18
		36	

Pre-Pharmacy

Adviser: John H. Mullahy, S.J., Ph.D.

The Pre-pharmacy program listed below is administered by the Department of Biological Sciences.

PRE-PHARMACY PROGRAM

Freshman

Major	Biol 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Engl: Freshman	3	3
Adjunct	Math 111/112	3	3
Dialog	Phil/Phil of Man	3	3
Mode of Thought	RelStu	0	3
		17	20
		37	

Sophomore

Major	Biol 201	4	0
Adjunct	Chem 211/213	4	0
Adjunct	Physic 201-203	4	4
Adjunct	Acct 105/Econ 106	0	6
Dialog	Ethics/Sociol	3	3
Mode of Thought	RelStu	0	3
		15	16
		31	

COLLEGE OF BUSINESS ADMINISTRATION

Dean: Lowell C. Smith, Ph.D.;
Assistant Dean: Thomas O. Jones, Jr., D.B.A.;
Professors: Allen I. Boudreaux, Rudolf Coper, Irving A. Fosberg, G. Wallace Leftwich, G. Ralph Smith, Lowell C. Smith, Jacques E. Yenni, S.J.;
Associate Professors: Henry Amato, Thomas O. Jones, Jr., Robert J. Keller, Shu-Jan Liang, Donald L. Losman, Margaret A. Paranilam, Daniel L. Schneid, Rao J. Tatikonda;
Assistant Professors: William Barnett, John E. Cave, Ronald C. Christner, Felix C. Guilbeau, Michael Saliba, Marguerite van Landingham.

The College, founded in 1947, is accredited by the American Association of Collegiate Schools of Business and the Southern Association of Colleges and Schools. It holds membership in the American Association of Colleges and Secondary Schools, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools, the Southern Business Administration Association, and the Southwestern Business Administration Association.

From 1926 to 1947 the four-year program leading to the degree of Bachelor of Science (in Economics), was offered in the Department of Commerce of the College of Arts and Sciences. The College of Business Administration is a natural outgrowth of this department. In 1947 the Board of Directors of the University authorized the establishment of this separate jurisdiction to afford training in business subjects, leading to the degree of Bachelor of Business Administration. In 1950 the College was admitted to Associate Membership in the American Association of Collegiate Schools of Business, and in 1957 the College was admitted to full membership.

The College of Business Administration at present conducts the following degree programs.

Associate of Arts
in Business Administration
Accounting
Economics
Finance
General Business
Management
Marketing
Pre-Law
Quantitative Methods and Computers
Secretarial Administration

Objectives

The principal objective of the College of Business Administration is to prepare its graduates for positions in the management of both business and government. The degree programs are designed to prepare students both for entrance into business and government and for advancement to high-level management positions.

Programs in the College of Business include examination of administrative principles and quantitative approaches to decision-making common to both business and government. These programs stress the points at which major policy decisions of either business or government must give consideration to related policy decisions of the other. Emphasis is placed on the fact that management education is not limited to organizational techniques but is, in the broadest sense, education for management responsibility.

It is the policy of the College to emphasize a broad fundamental education as the best preparation for positions carrying management or administrative responsibility.

Undergraduate programs concentrate the first two years in a broad liberal arts curriculum drawn from the social sciences, humanities, quantitative methods, and a limited number of courses in administration. Students in the junior and senior years expand their work to include (1) the functions of business enterprise, (2) the economic and legal aspects of business, (3) the implications of modern analytical techniques based on quantitative methods, (4) the study of organization theory and human relations, and (5) the practice of problem-solving techniques.

Graduate programs develop further the elements common to all management positions. Master's degree programs are based on advanced study of management, accounting and information systems, behavioral sciences, quantitative approaches to decision making, economics, plus areas of specialization.

In addition to these rather broad goals, the programs in this College have some specific curricular objectives. The courses are divided into three groups:

1. The arts and sciences background courses constitute nearly one half of the program and are designed to free the future executive from the limitations of a restricted technical education. Students are required to take and select courses in the College of Arts and Sciences during their degree programs. The general purpose of these courses is to provide the student with a "values" orientation as a foundation for his personal philosophy.

2. A lesser portion of the courses is in the field of Economics and is designed to equip the future business leader with a broad knowledge of economic principles, problems, and analytical processes in our own country and in the principal regions of the world.

3. The professional courses of the business administration program constitute about forty per cent of the total courses taken and are divided into two groups:

   a. Courses designed to give broad comprehension in all of the major

fields of business administration include studies in the fields of management, accounting, economics, marketing, finance, statistics, business law, and communications.

b. The fields of concentration include a limited number of upper-division courses in each of the functional fields of business.

Summary

In order to provide students with a common body of knowledge of business or governmental administration, programs include the equivalent of at least one year of work comprising the following areas:

1. In the case of business enterprise, a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions; in the case of governmental administration, a background of concepts, processes, and institutions of planning, programming, budgeting, personnel practices, and policy formulation in government.

2. A background of the economic and legal environment of business and government enterprise, along with consideration of the social and political influences on business.

3. A basic understanding of the concepts and methods of accounting or budgeting quantitative methods, and information systems.

4. A study of organization theory, interpersonal relationships, control and motivation systems, and communications.

5. A study of administrative processes under conditions of uncertainty, including the integration of analysis and policy determination at the over-all management level.

Student Organizations

B.A. CENTRAL COMMITTEE

The Central Committee of the College of Business Administration is an organization which has a twofold purpose: first, to coordinate Business Administration organizational activities; second, to plan and promote major functions of the College of Business Administration. The committee consists of the presidents of all Business Administration organizations; the Student Body President serves as chairman.

HONORARY FRATERNITIES AND ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and

organizations have been established on the campus for students in the College of Business Administration.

Beta Alpha Psi—The purposes of this national professional and honorary fraternity are to stimulate interest and cooperation in accounting; to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional men, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial intercourse among its members and the profession generally. Accounting majors of junior standing with a 3.00 quality point average in four completed accounting courses and a 2.50 average in all other subjects shall be considered for election to membership.

Beta Gamma Sigma—The purposes of this national honor society are to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in art and science of business and to foster integrity in the conduct of business operation. Only seniors who rank in the upper tenth of their graduating class and juniors among the highest four percent of their class are considered for election to membership.

PROFESSIONAL AND ACADEMIC SOCIETIES

Administrative Management Society—Functioning under the auspices of the Administrative Management Society through the New Orleans Chapter, this collegiate organization fosters interest in management principles and policies among the students. Its primary purpose is to establish relations with management through talks by its representatives and tours for members intended to give further insight into the problems and practices of management. The organization also actively participates in the business meetings and the panel discussions of the New Orleans Senior Chapter. Members are selected from the outstanding junior and senior students who are scholastically proficient in business administration subjects, and particularly in management courses.

Delta Sigma Pi—Delta Sigma Pi is an international professional commerce fraternity. Its purposes are to foster the study of business in universities, to encourage scholarship, social activities and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce; and to further a high standard of commercial ethics and culture and the civic and commercial welfare of the community.

Loyola Marketeers—As a professional society, the Loyola Marketeers encourage and strengthen working relationships between those studying marketing in the classroom and executives practicing marketing in business. The resulting exchange of ideas, knowledge and experience is mutually beneficial. Opportunities for practical experience in marketing are fostered for

its members by cooperative efforts with business firms who maintain programs for this purpose.

National Collegiate Association for Secretaries—The National Collegiate Association for Secretaries (NCAS) is an organization for students enrolled in either the programs of Secretarial Administration or Business Education. Its activities are designed to encourage the exchange of ideas and experiences of the members; to promote a spirit of fellowship among the students; and to establish contacts with business men and women.

Phi Chi Theta—Phi Chi Theta is a professional commerce fraternity for women. Its purposes are to promote the cause of higher business education and training for all women, to foster high ideals for women in business careers, and to encourage fraternity and cooperation among women preparing for such careers.

AWARDS

Accounting Medal—Each year the Society of Louisiana Certified Public Accountants awards a proficiency medal to the Loyola College of Business Administration senior student who has achieved the highest grades in his class for courses in the accounting curriculum for four years.

Administrative Management Society Award—Awarded each year by the Loyola Chapter of the AMS to the senior in Business Administration who, in the opinion of the chapter, has exhibited the greatest degree of aptitude for achievement in the field of management.

Beta Alpha Psi Award—The Grand Council of Beta Alpha Psi, national professional and honorary accounting fraternity, awards a scholarship certificate to the graduating fraternity member who has not only attained a high point ratio in accounting at the end of the semester preceding graduation, but has made outstanding contributions of his services to the organization.

Outstanding Sophomore Award—This award is given each year to the sophomore who best exhibits attributes of scholarship, leadership, religious devotion, and service to the University and his fellow students.

Delta Sigma Pi Scholarship Key—To encourage high scholarship Delta Sigma Pi presents annually at every university where it has a Chapter, the Delta Sigma Pi Scholarship Key. It is awarded by the fraternity to that senior, who upon graduation ranks highest in scholarship for the entire course in commerce and business administration.

James N. Masters Memorial Award—This award is presented in honor of James N. Masters, first deceased member of Delta Nu Chapter of Delta Sigma Pi, and consists of a permanent plaque donated by Mrs. Masters and a smaller plaque donated by the Fraternity. The permanent plaque contains the name of each recipient and is kept in Stallings Hall. The smaller plaque is given to the recipient.

This outstanding member award is given annually to that member of Delta Nu Chapter who, more than any other member, has advanced the true purpose

of the Fraternity. The recipient is selected by vote of the active membership of the Fraternity.

NCAS Scholarship Award—This award is presented annually to the senior member of the Loyola Chapter of the National Collegiate Association for Secretaries who has the highest overall average for her four years of college work. Other factors that may be taken into consideration are service to the organization, attitude, cooperation, and future potential.

NOLA Chapter, National Secretaries Association Award—This award is presented annually to the best all-round graduate in the Secretarial Administration Program. Areas of consideration for the recipient of the NOLA Chapter, NSA, Award are high scholarship standing, poise, attention to detail, pleasing personality, and leadership.

Norama Award in Marketing—This award is established by the New Orleans Chapter, American Marketing Association, to encourage and recognize academic and pragmatic marketing activities, which promote "The advancement of science in marketing", with particular reference to Metropolitan New Orleans and the State of Louisiana. It is awarded in the senior year to the student whose activities in junior and senior years are judged most deserving by the marketing faculty.

Outstanding Freshman Award—An annual award given to three freshmen (two male students and one female student) by Delta Sigma Pi Fraternity. Students are selected by the members of the freshman class. Factors considered in the selection are cooperation with school programs, contributions to the College of Business Administration and leadership and participation in school functions. Although this is not a scholastic award, to be eligible a student must be in good standing.

Outstanding Junior Award—An annual award given to two juniors by the Beta Zeta Chapter of Beta Alpha Psi (oustanding male) and the Gamma of Louisiana Chapter of Beta Gamma Sigma (outstanding female). Students are selected by Fraternity members and submitted to the faculty for final approval. The award is based on cooperation with school programs, contributions to the College of Business Administration, and leadership and participation in school functions. Though this is not a scholastic award, a student must be in good standing to be eligible.

Phi Chi Theta National Key Award—Key is awarded annually on the basis of scholarship, activities and leadership by the Fraternity members to the woman student in the College of Business Administration who fulfills these requirements best at the completion of her senior year.

The Fant Taylor Award—A specially designed gold award is presented to the senior, either male or female, in the College of Business Administration for outstanding achievement in marketing. This award is donated by Mr. J. Fant Taylor, owner-manager of the Taylor Furniture Mart of New Orleans and is intended to inspire young men and women to higher achievement in marketing and merchandising.

The Wall Street Journal Achievement Award—This is an award of a silver

medal and a one year's subscription to the *Wall Street Journal*. It is granted to the graduating senior in the College of Business Administration who, in the judgment of the faculty members engaged in teaching finance and economics, has earned the highest average in the elective fields of economics and finance.

Administrative and Academic Requirements

Admission

The College of Business Administration accepts both men and women. Students are admitted at the beginning of each semester and summer session. The right is reserved to refuse admission to any student with an academic record which creates doubt of his ability to succeed in college or who, for any other reason, would not be an acceptable student.

Applicants are urged to submit the application form and complete credentials well in advance of the semester for which they seek admission. All credentials submitted in support of an application are treated confidentially and the contents are disclosed only to authorized individuals. Such credentials become the property of the University and cannot be returned.

Transfer Students

Undergraduate transfer students must be in good standing as to scholarship and conduct. The transfer student must be eligible to return to the last previously attended institution in the semester for which he seeks admission to this College.

An applicant who has attended one or more institutions of higher learning must request *each* registrar to mail directly to the *Office of Admissions* a transcript of his record, *even though credits were not earned.*

Advanced Standing Credit for Advanced Placement Examinations

Up to 30 semester hours of credit may be granted for college-level courses in an approved secondary school, if substantiated by satisfactory performance in the appropriate Advanced Placement Examination of the College Entrance Examination Board. Arrangement for the examination is the responsibility of the applicant and should be made with the College Board Advanced Placement Examinations, Box 977, Princeton, N. J. 08540.

Credit is assigned with scores of 4 or 5 on the basis of a score report from the Educational Testing Service. This report must be requested by the student. Examinations with grades of 3 will be given consideration for possible placement and/or credit if the student arranges to have the examination paper sent to the Office of Admissions at this University.

Credit From Higher Institutions

Advanced standing may be granted for work successfully completed at accredited institutions of higher learning. Credit will be granted for transferred work only when it meets the requirements for the degree sought at this University. It may be allowed provisionally. Work of low pass grade (D or the equivalent) will not be considered for transfer.

Service School Credit

A limited amount of credit earned in service schools since 1941 may be considered for assignment to qualified degree candidates. Veterans should submit to the Office of Admissions photostatic copies of their service school records, indicating courses successfully completed with sufficient identification of the course to locate it in the *Guide to Evaluation of Educational Experience in the Armed Forces.*

Readmission

A student previously registered in the College who was not registered during the immediately preceding semester (summer session excluded) must apply for readmission. If the student applies as a degree candidate and was previously registered as a nondegree student, or if he has attended one or more higher institutions during his absence from the University, he must have complete official transcripts sent to the appropriate office at this University from each institution attended. Applications for readmission are considered on the basis of regulations currently effective.

The application fee is waived for a student applying for readmission who was registered as a degree candidate at the time of his last registration at this University and has not since registered at another institution.

The degree program of a student applying for readmission will be structured in accordance with the degree requirements in effect at the time of his readmission. Those will normally be contained in the current catalog.

Academic Work Load

A full-time student not on probation may not ordinarily take more than 18 semester hours. A student employed more than 24 hours a week, who is not on probation, may not take more than 12 semester hours.

A full-time student whose quality-point index is 3.50 or higher may not take more than 21 semester hours. A student employed more than 24 hours a week, whose index is 3.50 or higher, may take up to 15 semester hours.

A student who accepts employment after registration or at any time during a semester must report immediately to the Dean, so that his program may be adjusted if necessary.

Exception to these rules will require the approval of the Dean.

Scholarship

In order to graduate, a student must have the following: (1) a general grade point average of at least 2.00 and (2) an index in his major of at least 2.00. The major includes the required courses and courses taken as professional electives.

Dean's Honor List

The names of students who achieve a quality-point index of 3.50 or higher are placed on the Dean's Honor List for that semester. Appearance on the list will be limited to (1) full-time students registered for a minimum of 12 semester hours and (2) part-time students registered for a minimum of 12 semester hours over a period of two consecutive semesters, which may include a summer term.

Probation

A student whose cumulative Loyola quality-point index falls below 2.00 after completing a minimum of 12 semester hours of study will be placed on probation. This probation extends over the period in which the student attempts 12 semester hours of work which may include remedial studies as prescribed. First semester freshmen will be put on probation if their average is lower than 1.7.

Suspension

A student whose cumulative Loyola quality-point index is 1.50 or below or whose index remains below 2.0 at the end of his probationary period may be suspended. A student suspended for poor scholarship may apply for readmission after the lapse of either the fall or spring semester. To be considered for readmission, he must pass prescribed tests and submit evidence to the Dean that during his absence from the University he has so conducted himself as to indicate that he will profit by readmission. No work taken at other institutions while a student is under suspension may be accepted for Loyola credit. A student readmitted after suspension is on probation and must maintain a current quality-point index of at least 2.50 on each 12 semester hours of work undertaken until his cumulative index is 2.00. In no case will the probationary period after readmission exceed 24 hours of study. A student suspended twice for poor scholarship will not be readmitted.

CREDIT

Credit is given only after registration for a course and satisfactory completion of the required work, or upon the assignment of advanced standing in accordance with the regulations of the College.

Auditing—In special instances, a person who has been admitted to the University may be registered, with the permission of the instructor as an "auditor" in a class (no academic credit). An auditor is not required to take active part or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit.

MILITARY LEAVE

A student called to active duty may be granted military leave for the period of active duty, upon presentation to the Dean of a copy of his orders and a petition for such leave. The student must apply for readmission to the University well in advance of the semester in which he expects to return. Students should also consult page 13 for university policy on examinations and credit.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory

may be reported by the instructor to the Dean. The Dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the Dean.

RESIDENCE

A minimum of 32 semester hours, including at least 15 hours in the major field, must be completed while registered in the College of Business Administration. This requirement applies to students transferring within the University as well as to students transferring from other institutions. Summer work may be counted toward the residence requirement, but in no case may the period of residence aggregate less than thirty weeks. Unless special permission is granted by the Dean to pursue work elsewhere, the work of the senior or final year must be completed in the College of Business Administration.

Students enrolled in the Associate of Arts in Business Administration must complete the last 30 semester hours while registered in the College of Business Administration.

INTERNSHIPS

The faculty of the College of Business Administration have approved a program of student internships in business and government for academic credit. The coordinator of the internship program will consult with officials of the employing company or agency in order to determine the scope of the job. This will involve evaluating whether the job is full or part-time, part of a structured training program or primarily non-training oriented, duration of the job, type of evaluation performed by the employer, and compensation levels. On the basis of his evaluation, the Coordinator will recommend to the Dean the awarding of academic credit for the internship. This may vary from three to fifteen semester hours of credit, and the student must pay the corresponding tuition.

During the internship or upon its completion, the student may be asked to do supplementary work for the faculty adviser. This may take the form of term papers, staff studies, or evaluations of the work experience itself.

Students wishing to participate in the internship program are advised to select their courses carefully during the early semesters in order to allow sufficient electives during the senior year to participate in this program.

Requirements for Degrees and Programs of Study

The areas of specialization open for the students in the College of Business Administration are outlined on the following pages. Although these are

sometimes referred to as "majors," it is understood that the general major fields for all business students are business administration, accounting, and economics. The fields of specialization presented below are intended for students who have specific interests within the functional fields of business administration.

It should be pointed out that of the possible programs, the Programs in General Business, Management, Economics, Finance, and Marketing do not require specific electives until the third year in college. Therefore, a student selecting one of these fields for specialization during his first two years may transfer to any of the others without having to take additional courses. The remaining programs—the Programs in Accounting, Quantitative Methods and Computers—require specific courses during the first and second years. In general, therefore, a student selecting one of these programs cannot transfer to another special program (or from one of the general programs to any one of these programs) without having to make up the required courses for the program to which he transfers.

All students must enroll for at least eight "core" courses during their degree program. A "core" includes all dialogue (Block 3—see page 39) and all mode of thought (Block 4—see page 40) courses. One of these core courses must be Philosophy and one must be Theology/Religious Studies. For a complete description of the dialog (Block 3) and mode of thought (Block 4) courses, see the College of Arts and Sciences portion of this bulletin, beginning on page 38. Transfer students may be excused from three semester hours of Philosophy and Theology for each year of work for which advanced standing is granted.

The various degree programs in this College all call for a minimum of 126 semester hours with approximately one-half of the work in liberal arts and one-half in business administration subjects. All students must complete the following courses (exceptions are made for the Programs in Accounting, Quantitative Methods and Computers, and Economics).

Course	*Sem. Hrs.*
English	6
Mode of Thought	9
Philosophy (3)	
*Theology (3)	
Elective (3)	
Dialog	12
Philosophy (3)	
*Theology (3)	
Electives (6)	
Principles of Economics	6
Principles of Accounting	6
Principles of Management	3
Behavioral Science	3
Other Non-Business Electives	15

Course	*Sem. Hrs.*
Mathematics	6
Managerial Accounting	3
Statistical Methods	3
Decision Science Techniques	3
Computer Programming	3
Financial Institutions	3
Corporation Finance	3
Legal Environment of Business or Business Law	6
Production Management	3
Basic Marketing	3
Executive Decision Making	3
Professional Electives	27

TOTAL 126 Semester Hours

*Non-Catholic students may substitute non-business electives for the Theology or Religious Studies Requirement. These may be selected from Arts and Sciences courses or from courses from the College of Music.

NON-BUSINESS ELECTIVES

Courses which may be taken as elective courses in the College of Arts and Sciences include social sciences, foreign languages, speech, communications, mathematics, computer sciences, theology, religion, physical sciences and military science. Specifically excluded are those Arts and Sciences courses listed in the degree program of this College. Students may also enroll in courses in the College of Music.

MILITARY SCIENCE

All courses in Military Science with the exception of M.S. 101 may be credited by the student toward his degree requirements. These 18 sem. hrs. cannot replace any hours required in the College of Business Administration. They are to be utilized as Arts and Sciences electives.

FRESHMAN AND SOPHOMORE ADVISING

The advising for all lower-division students (freshman and sophomores) is done by four faculty members specially selected for their knowledge of and sympathy for the problems of the new college student. They advise students in all fields, regardless of the student's specialization. These faculty members are Professors Bourdreaux, Cave, Paranilam, and Petrie. Students may contact any of these faculty members for help with their problems. At the end of the student's sophomore year, he may select an adviser in his major field for advising during his junior and senior years.

Program in Accounting

This curriculum is designed to prepare the student to be a professional accountant. The student who takes advanced studies in accounting prepares himself for a career as a professional accountant in the areas of private, commercial, and industrial accounting; public accounting; governmental service; or teaching.

A student who does not maintain at least a "C" average in his lower division accounting courses is generally advised not to continue the accounting program.

Recommended Professional Elective Courses: Acc. 315, Acc. 324. All electives should be scheduled only after consultation with adviser, or Dean.

ACCOUNTING CURRICULUM

FRESHMAN

En. 110 En. 111	Freshman English	3	3
Math, 115, 116	Mathematics for Social Studies	3	3
Dialog		3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
G.B. 105	Behavioral Science	3	
Mode of Thought			3
		15	15
		30	

SOPHOMORE

Non-Business	Electives		3
Acc. 205 Acc. 206	Intermediate Accounting	3	3
Mk. 205	Basic Marketing	3	3
Eco. 201 Eco. 202	Principles of Economics	3	3
Dialog		3	3
Mode of Thought		3	3
CompSci 101	Fortran Programming	3	
		18	18
			36

JUNIOR

B.L. 305 B.L. 306	Business Law	3	3
Acc. 305 Acc. 306	Advanced Accounting	3	3
Acc. 314 Acc. 315[1]	Federal Tax Accounting I—Federal Tax Accounting II	3	(3)
Fn. 310 Fn. 307	Financial Institutions	3	3
	Corporation Finance	3	3
Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
CompSci 102, Elective	Cobol Programming—Elective	3	3
		18	15 (18)
			33 (36)

SENIOR

Non-Business	Electives	6	3
Acc. 317 Acc. 318	Cost Accounting I—Cost Accounting II	3	3
Acc. 323 Acc. 324[1]	Auditing Principles—Auditing Practices	3	(3)
Mg. 346 Mg. 338	Executive Decision Making—Production Management	3	3
Acc. Elective	Accounting Elective		3
		15	12 (15)
			27 (30)

1. Acc. 315, Acc. 324 electives; students must schedule at least one.

Program in Economics

The prime purpose of the undergraduate program in Economics is to lay the groundwork for education in the field of economic theory and practice. While there are employment opportunities for the majors in economics with a bachelor's degree, the range of opportunities is much broader if the student possesses a doctoral degree or even a master's degree. With one or more advanced degrees the young economist qualifies for a large variety of splendid positions in teaching, finance, civil service, and industry. Those who follow this program are thus urged to give serious consideration to graduate study.

The economics program in the College of Business Administration is intended to grant the student knowledge of areas in the business world relating to accounting, management, marketing, business sciences, and interdisciplinary approaches to the successful operation of small and large enterprises.

Recommended Elective Courses: Fn. 308, Eco. 301, Eco. 309, Eco. 314, Fn. 316, Eco. 325, Eco. 326, Eco. 332, Eco. 333, Fn. 320, and selected Arts and Sciences Courses.

ECONOMICS CURRICULUM

FRESHMAN		SEM.	HRS.
Dialog		3	3
Mode of Thought		3	
Math 201 Math 257	Intro. Linear Algebra—Basic Analysis	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
En. 110 En. 111	Freshman English	3	3
G.B. 105	Behavioral Sciences		3
Mg. 205	Principles of Management		3
		15	18
		33	

SOPHOMORE			
Dialog		3	3
Mode of Thought		3	3
Non-Business	Electives	3	
CompSci 101 Mk. 205	FORTRAN Programming—Basic Marketing	3	3
Eco. 201 Eco. 202	Principles of Economics	3	3
Acc. 203	Managerial Accounting	3	
Math 258	Basic Analysis		3
		18	15
		33	

JUNIOR

Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Eco. 321 Eco. 322	Intermediate Microeconomic Analysis—Intermediate Macroeconomic Analysis	3	3
Eco. 331[1] El.	Labor Economics[1]—Non-Business Electives	3	3
Fn. 307 Fn. 310	Corporation Finance—Financial Institutions	3	3
Eco. 332	Government and Business		3
Economics	Electives	3	
		15	15
		30	

SENIOR

G.B. 305 G.B. 306	Legal Environment of Business	3	3
Prof. Electives	Upper-division Professional Business Electives	3	3
Mg. 338 Mg. 346	Production Management—Executive Decision Making	3	3
Non-Business	Electives	3	3
Economics	Electives	3	3
		15	15
		30	

[1] Mg. 341 may be substituted.

Program in Data Processing in Business

This curriculum is designed for the student who wishes to prepare himself for business and government computer applications work. The employment opportunities in this field are as good or better than any other offered in this College. While the curriculum is not as mathematically oriented as the "Quantitative Methods and Computers" curriculum also offered by this College, it provides the student with a high degree of proficiency in the operation of large computer systems.

Freshman			
Eng. 110 Eng. 111	Freshman English	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
Dialog		3	3
Mode of Thought		3	
G.B. 105	Behavioral Science		3
Math 115 Math 116	Mathematics for Social Studies	3	3
		15	15
		30	
Sophomore			
Dialog		3	3
Mode of Thought		3	3
CompSci 101 CompSci 102	FORTRAN Programming—COBOL Programming	3	3
Acc. 205 Acc. 206	Intermediate Accounting	3	3
Eco. 201 Eco. 202	Principles of Economics	3	3
Mg. 205	Principles of Management	3	
Mk. 205	Basic Marketing		3
		18	18
		36	
Junior			
Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Fn. 310 Fn. 307	Financial Institutions—Corporation Finance	3	3
CompSci 201 CompSci 202	Systems Analysis—Hardware Programming Concepts	3	3
CompSci 295 CompSci 296	Programming Laboratory	2	2
Non-Business	Non-business, non-computer science electives	6	6
		17	17
		34	

SENIOR

G.B. 305 G.B. 306	Legal Environment of Business or B.L. 305, 306 Business Law	3	3
Mg. 338 Mg. 346	Production Management—Executive Decision Making	3	3
CompSci 421 CompSci 422	Systems Design—Systems Implementation	3	3
CompSci 381 CompSci 382	Teaching FORTRAN Programming—Teaching COBOL Programming	1	1
Electives	Professional Business Electives	3	3
Non-Business	Non-Business, Non-Computer Science Electives	3	3
		16	16
		32	

Program in Finance

The finance program provides the student with an understanding of the practices in modern corporation and public finance. It devotes itself to the management of short and long-term assets, the budgeting of capital, and the considerations which are important in all financial decisions. Employment opportunities in this field are excellent.

FRESHMAN

Eng. 110 Eng. 111	Freshman English	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
Dialog		3	3
Mode of Thought		3	
G.B. 105	Behavioral Science		3
Math 115 Math 116	Mathematics for Social Studies	3	3
		15	15
		30	

SOPHOMORE

Dialog		3	3
Mode of Thought		3	3
CompSci 101	FORTRAN Programming	3	
Acc. 203	Managerial Accounting	3	
Mg. 205	Principles of Management		3
Mk. 205	Basic Marketing		3
Eco. 201 Eco. 202	Principles of Economics	3	3
Non-Business	Non-Business Electives	3	3
		18	18
		36	

JUNIOR

Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Fn. 310 Fn. 307	Financial Institutions—Corporation Finance	3	3
Non-Business	Non-Business Electives	6	3
G.B. 305 G.B. 306	Legal Environment of Business or B.L. 305, 306 Business Law	3	3
Finance	Elective		3
		15	15
		30	

SENIOR

Mg. 338 Mg. 346	Production Management—Executive Decision Making	3	3
Finance	Electives	6	6
Electives	Professional Business Electives	6	6
		15	15
		30	

Students majoring in Finance will choose a sequence of courses allowing them to continue study at the graduate level. In addition to Fn. 310 and Fn. 307 which are required of all College of Business Administration students. Finance majors will select 18-24 hours from among the following Finance and related courses:

*Fn. 305—Money and Banking
*Fn. 316—Investments
Fn. 320—Monetary Theory and Policy
Fn. 325—International Financial Management
Eco. —Public Finance
Acct. —Federal Tax Accounting
Risk and Insurance
Real Estate

*Required of Finance Majors

Finance majors are urged to see their advisor in their sophomore year to plan their program and avoid sequencing or prerequisite problems during their last two years of coursework.

Programs in General Business, Management, Marketing, and Pre-Law

The degree programs in General Business, Management, Marketing, and Pre-Law are basically the same in structure. Specific electives are not required

until the junior year. Students take the general curriculum, selected courses from their "major," and professional business electives. The courses in the major and the electives should be selected with the consent of the faculty adviser.

The general curriculum is as follows:

GENERAL CURRICULUM
for General Business, Management, and Marketing

FRESHMAN			
Math 115 Math 116	Math for Social Studies	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
En. 110 En. 111	Literature and Life (Freshman English)	3	3
Dialog		3	3
Mode of Thought		3	
	Behavioral Sciences		3
		15	15
		30	
SOPHOMORE			
Dialog		3	3
Mode of Thought		3	3
Eco. 201 Eco. 202	Principles of Economics	3	3
Acc. 203 CompSci 101	Managerial Accounting—FORTRAN Programming	3	3
Mk. 205	Basic Marketing	3	
Mg. 205	Principles of Management		3
Non-Business	Electives	6	9
		18	18
		36	
JUNIOR			
Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Non-Business	Electives	3	3
Fn. 310 Fn. 307	Financial Institutions—Corporation Finance	3	3
Major	Electives	6	6
		15	15
		30	
SENIOR			
G.B. 305 G.B. 306	Legal Environment of Business or Bl. 305-306 Business Law	3	3
Mg. 338 Mg. 346	Production Management—Executive Decision Making	3	3
Major	Electives	9	9
		15	15
		30	

GENERAL BUSINESS MAJOR PRE-LAW

Students wishing to major in General Business may select their courses from any upper division course in accounting, economics, finance, computer sciences, marketing, or management. This is an excellent pre-law degree program.

Students should be aware that the largest part of the Law School Curriculum deals with material that is covered in the programs in business. While it is popular to think of criminal law as the most glamorous part of law practice, the largest portion of law practice deals with corporate law and related issues. Study in the College of Business Administration is an excellent preparation for this reality. Either the General Business Program or the Program in Accounting provide an excellent background upon which to build a degree program in law.

MANAGEMENT MAJOR

Students wishing to major in Management should select 15 semester hours from among the following:

Mg. 334 (formerly Mg. 306)	Personnel Management
Mg. 341	Collective Bargaining
Mg. 345	Managerial Policies
Mg. 360	Organizational Behavior
G.B. 340	Principles of Insurance
G.B. 341	Fundamentals of Real Estate
Mg. 362	Managerial Behavior
Mg. 370	Systems Analysis
CompSci 102	COBOL Programming

MARKETING MAJOR

Students wishing to major in Marketing should consult their adviser early in their programs in order to select non-business electives which will complement their studies. Fifteen hours of courses in the major should be selected from the following:

*Mk. 310	Marketing Research
*Mk. 311	Human Factors in Marketing
*Mk. 312	Quantitative Factors in Marketing
Mk. 330	International Marketing
Mk. 331	Current Issues in Marketing
Mk. 340	Advertising
Mk. 341	Marketing Distribution
Mk. 342	Retailing
Mk. 346	Advanced Marketing Strategy

*Required in this Major, additionally one 340 level marketing course must be selected.

Program in Quantitative Methods and Computers

The increasing use of computers and associated equipment has created strong demand for managers who are competent in both the use of such machinery and the understanding of its benefits to management. Therefore, the combined program in Business and Quantitative Methods and Computers is offered to students who recognize the potential for their future success which a good understanding of the uses of electronic data processing will provide.

The course work includes classroom lectures and practical experience consisting of laboratory work in the Computer Center. At the present Loyola University has a Control Data Corporation 3300 Computer with associated hardware.

QUANTITATIVE METHODS AND COMPUTERS

FRESHMAN		SEM.	HRS.
En. 110 En. 111	Freshman English	3	3
Mt. 257 Mt. 258	Basic Analysis	3	3
Mt. 201	Introduction Linear Algebra	3	
Mg. 205	Principles of Management	3	
G.B. 105	Behavioral Science		3
Acc. 105 Acc. 106	Principles of Accounting	3	3
CompSci 101 CompSci 102	FORTRAN Programming—COBOL Programming	3	3
		15	18
		33	
SOPHOMORE			
Dialog		3	3
Mode of Thought		3	3
Mt. 259 Mt. 260	Intermediate Analysis	3	3
CompSci 202 CompSci 201	Hardware Programming Concepts—Systems Analysis	3	3
Eco. 201 Eco. 202	Principles of Economics	3	3
Acc. 203 Bus. El.	Managerial Accounting—Professional Business Elective	3	3
		18	18
		36	

JUNIOR		SEM. HRS.	
Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Dialog		3	3
Mode of Thought		3	
Mk. 205	Basic Marketing	3	
Prof. Elective Mg. 341	Upper-division Professional Business Elective Collective Bargaining	3	3
CompSci 311 CompSci 312	Operations Research—Linear Programming	3	3
		15	15
		30	
SENIOR			
B.L. 305 B.L. 306	Business Law	3	3
Mg. 346 Mg. 338	Executive Decision Making—Production Management	3	3
Fn. 307 Fn. 310	Corporation Finance—Financial Institutions	3	3
Prof. Electives-Non-Business Elective	Upper-division Professional Business Electives—Non-Business Elective	3	3
CompSci 432 CompSci 411	Management Information Systems—Simulation	3	3
		15	15
		30	

Three Year Pre-Law Program

Exceptional students are sometimes admitted to the School of Law at the end of three years of undergraduate studies. At Loyola, if a student's grades are exceptionally good and his Law School Admissions Test scores are sufficiently high, he may be admitted to the Law School under this program. At the completion of his first year of Law School with satisfactory grades and with no less than 126 semester hours of work, the student is awarded The Bachelor Of Business Administration degree. The first three years of this program are as follows:

FRESHMAN			
Eng. 110 Eng. 111	Freshman English	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
Dialog		3	3
Mode of Thought		3	
G.B. 105	Behavioral Science		3
Math 115 Math 116	Mathematics for Social Studies	3	3
		15	15
		30	

SOPHOMORE

Dialog		3	3
Mode of Thought		3	3
CompSci 101	FORTRAN Programming	3	
Acc. 203	Managerial Accounting	3	
Mg. 205	Principles of Management		3
Mk. 205	Basic Marketing		3
Eco. 201 Eco. 202	Principles of Economics	3	3
Non-Business	Electives	3	3
		18	18
		36	

JUNIOR

Eco. 314 Mg. 370	Statistical Methods—Decision Science Techniques	3	3
Fn. 310 Fn. 307	Financial Institutions—Corporation Finance	3	3
Non-Business	Electives	6	3
Mg. 338 Mg. 346	Production Management—Executive Decision Making	3	3
Electives	Professional Elective		3
		15	15
		30	

ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION

There is an increasing demand for a two year Associate Degree program in business administration. This program hopes to fill that need. It is seen as a program for students who feel that two years of college are all that they will be able to pursue. It consists of the following courses:

FRESHMAN

Eng. 110 Eng. 111	Freshman English	3	3
Acc. 105 Acc. 106	Principles of Accounting	3	3
Dialog		3	3
Mode of Thought		3	
G.B. 105	Behavioral Science		3
Math 115 Math 116	Mathematics for Social Studies	3	3
		15	15
		30	

SOPHOMORE

Mode of Thought		3	
CompSci 101	FORTRAN Programming		3
Acc. 203	Managerial Accounting	3	
Mg. 205	Principles of Management		3
Mk. 205	Basic Marketing	3	
Eco. 201 Eco. 202	Principles of Economics	3	3
Non-Business	Electives	3	9
		15	18
		33	

Students wishing to transfer work from other universities in order to complete this work should be aware that the last 32 semester hours of this degree program must be completed at Loyola.

CITY COLLEGE

Dean: John J. Burns, S.J.,
Professor: Henry Engler;
Associate Professors: John Crowther, C. Franklyn Lynette, S.J., Frank Stass;
Assistant Professors: John Clark, Greg Curtin, S.J., John J. Fenerty III, S.J., Elliote Harold, Jr., Peter Lewis, Anthony R. Mawson;
Instructors: James Fahey, Edmann Rathke.

City College was established as the Evening Division in 1924. It was elevated to full college status in 1970. City College is a charter member of the Association of University Evening Colleges.

ADMISSIONS PROCEDURES

See Admissions, p. 12 of this bulletin.

ADMISSION ON PROBATION

As indicated in the section of this bulletin entitled GENERAL INFORMATION, a student may be admitted on probation. The terms and conditions of any such probation will be determined by the Dean of City College on an individual basis and communicated to the student.

PLACEMENT AND ADVANCED STANDING

Credit for advanced standing against the specific requirements of degree programs will be determined by the Dean of City College. Transfer students

should not expect this determination to be made before receipt of the EVALUATION OF CREDITS from the OFFICE OF ADMISSIONS.

Advanced placement may be granted by the Dean of City College where such placement appears warranted by reference to the student's previous record. All such placement is initiated at the request of the individual student.

PREREQUISITES FOR SPECIFIC COURSES

City College courses have specific prerequisites, where introductory or survey courses exist. Those courses are required to be completed before any of the higher numbered courses may be scheduled. Lower division accounting, English, mathematics, and modern foreign language courses must be scheduled in sequence.

Students not enrolled in degree programs may register for courses without regard to the prerequisites subject to the approval of the instructor.

Any student who enrolls for courses for which he does not have the necessary prerequisites does so at his own peril as the instructor may insist that he withdraw from the class.

REQUIREMENTS FOR DEGREE

All degrees are granted on the basis of 128 semester hours of applicable college work, fulfillment of the specific degree requirements as set forth below, a cumulative quality point average of at least 2.0, a q.p.a. of at least 2.0 in the field of concentration, and certification through either comprehensive examination or thesis in the field of concentration where applicable. A minimum of 30 semester hours, at least the last 30, must be spent in residence at Loyola University, the last twenty-four hours of which must be successfully completed in City College. A minmium of fifty percent of the courses in the field of concentration must be successfully completed at Loyola University.

No more than twelve semester hours may be scheduled in any one semester without the authorization of the Dean; students on probation may schedule no more than nine.

Bachelor of Arts in Commerce—English 101-102-201-202; History or Political Science 101-102 or 201-202 or Language 101-102; and 6 hours Mathematics; any 9 hours Philosophy 101-102, 201-202; any 9 hours Theology; and 3 hours Drama-Speech; Psychology 105; Accounting 105-106; Business Law 305-306; Finance 205; Management 205, 345; Marketing 205; Economics 201-202, 310-311; plus 20 semester hours of non-business electives and 21 semester hours of upper division business electives.

Bachelor of Liberal Studies (with concentration in Theology, Philosophy, History, English, Language)—English 101-102-201-202; History or political science 101-102-201-202; 6 hours Mathematics; Language 101-102-201-202; any 12 hours Philosophy; any 8 hours Science (Biology, Chemistry, or Physics); any 6 hours Drama-Speech; any 12 hours Theology; any 6 hours Fine Arts; plus 45 hours electives, 21 hours of which must be upper division Humanities courses.

Bachelor of Social Studies (with concentration in History, Political Science, Sociology, or Psychology)—English 101-102-201-202; History or Political Science 101-102-201-202; 6 hours Mathematics; any 9 hours Philosophy;

any 8 hours Science (Biology, Chemistry, or Physics); any 3 hours Drama-Speech; any 9 hours Theology; any 6 hours Fine Arts; Psychology 101 plus any 200 level course; Sociology 101 plus any 200 level course; plus 45 hours electives, 21 hours of which must be upper division Social Studies courses.

Bachelor of Criminal Justice—English 101-102, 201-202; any 6 hours Mathematics; any 9 hours Philosophy; Psychology 101 plus any other 6 hours; Sociology 101 plus any other six hours; any 9 hours Theology; Political Science 101-102, History 101-102, or History 201-202; Criminology 221 and any additional Law Enforcement area course; Criminology 232, 365 204; Criminology 315, 309, and any additional Law area course; Criminology 250 or Criminology 251; plus 12 semester hours of Criminal Justice electives; plus 36 hours which may be chosen from among all the course offerings, including Liberal Arts and Criminal Justice courses.

ASSOCIATE PROGRAMS

In addition to the degree programs listed above, City College offers the following Associate Degree Programs:

Associate in Business Program—English 101-102; any 6 hours Mathematics; Philosophy 101 and an elective; any 6 hours Theology; Psychology 101; Accounting 105-106; Business Law 305; Economics 201-202, 310; Finance 205; Management 205; Marketing 205; plus 9 semester hours of electives.

Associate in Social Studies Program—English 101-102, 201-202; 12 semester hours History and/or Political Science; Psychology 101 and an additional Psychology course; Sociology 101 and an additional Sociology course; Drama Speech 101; any 6 hours Fine Arts; Philosophy 101 and an additional Philosophy course; any 6 hours Theology; any 6 hours Mathematics.

Associate in Liberal Studies Program—English 101-102, 201-202; 12 semester hours History and/or Political Science; Language 101-102, 201-202; Drama Speech 101; any 6 hours Mathematics; Philosophy 101 and an elective; any 6 hours Theology; any 6 hours Fine Arts.

Associate in Criminal Justice Program—English 101-102; any 3 hours Mathematics; Philosophy 101; Psychology 101; Sociology 101; any 6 hours Theology; History 101-102 or 201-202 or Political Science 101-102; 18 semester hours of modified Criminal Justice core courses; plus 15 semester hours of electives.

CERTIFICATE PROGRAMS

In addition to the degree programs listed above, City College offers a:

CERTIFICATE OF LIBERAL STUDIES.

Any student who successfully completes sixty-four semester hours of college work may apply to the Dean of City College for said certificate. At least the last thirty-two semester hours must be completed in residence at Loyola University in order for the student to qualify. The hours in residence may be either credit, non-credit, or a combination of both.

CHANGE OF STATUS

Field of Concentration

Any student may, upon application to the Dean of City College, change his field of concentration. The student will bear the risk of any non-applicable courses.

Non-Credit to Credit

A non-credit student may apply to the OFFICE OF ADMISSIONS to have his status changed to that of a credit student. No credit will be allowed for courses previously scheduled as non-credit.

Unclassified Students

An unclassified student who decides to begin working toward a degree may apply to the Dean of City College to have his status changed so that he is enrolled in a degree program. At this time the student will be assigned an adviser to assist him in fulfilling the requirements of a degree.

STUDENT ACTIVITIES

Student Government Association: The City College student body chooses representatives to the Student Government Association.

City College Student Union: A committee of the Loyola Student Union, this group brings to City College students a well-rounded program of cultural and social activities.

Cross Keys: A national honor and service fraternity open to both men and women. Membership is by invitation only.

COLLEGE OF MUSIC

Dean: Joe B. Buttram, Ph.D.;
Professors: Guy F. Bernard, Charles Braswell, Joe B. Buttram, Elise Cambon, Michael Carubba;
Associate Professors: James Bastien, Arthur Cosenza, Patrick McCarty;
Assistant Professors: Joseph Hebert, George Jansen, Janet Martin, Harry McMurray, S.J., Esther Olin, Thomas Tunks;
Instructors: Christine Christman, Anthony Decuir, Larry Wyatt.

The College, founded in 1932, is accredited by the National Council for Accreditation of Teacher Education and the Southern Association of Colleges and Schools. It holds membership in the National Association of Schools of Music, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools and the National Association for Music Therapy.

The New Orleans Conservatory of Music and Dramatic Art was founded in 1919 by Dr. Ernest E. Schuyten, who realized the need for a professional school in the city of New Orleans. Dr. Schuyten was aided and supported in his undertaking by a number of leading teachers of New Orleans. In September, 1932, the Director of the New Orleans Conservatory of Music and Dramatic Art was appointed by Loyola University to found the College of Music and become its first Dean. The New Orleans Conservatory then became the Loyola University College of Music.

The College of Music at Loyola offers the opportunity to combine liberal arts studies with professional music courses in the only College of Music conducted by the Jesuit Fathers in the United States. Historically, New Orleans offers an abundance of cultural opportunities. The city supports an opera company, a major symphony orchestra, a professional choir and numerous smaller professional organizations. Traditionally, students from Loyola have played an important role in the life of the city. Students study and work in close proximity with professional singers, players, and conductors.

The College of Music is a member of the National Association of Schools of Music and all programs are in accordance with the regulations set forth by this organization. The curricula in music education fulfill requirements for various types of teacher certification in the State of Louisiana. The Department of Music Therapy is a fully accredited member of the National Association for Music Therapy.

In addition to university entrance procedure, the College of Music requires entrance examinations of all incoming freshmen. Students not meeting minimum standards will be placed in preparatory courses without credit until these standards are attained. Requirements concerning scholastic standing, residence and graduation are the same as general university requirements. For additional information contact the Dean, College of Music.

PERFORMANCE STANDARDS AND BARRIERS

All students are required to pass a sight-singing barrier examination consisting of singing at sight samples of music in compound and simple meters involving subdivision and modulations to closely related keys. This barrier must be passed prior to any junior or higher level theory course or prior to graduation, whichever is sooner.

Every candidate for a music degree, regardless of major, must display a minimum proficiency in piano. An examination to determine such proficiency is ordinarily given at the end of the sophomore year. Students not meeting requirements by this time must continue to elect piano *at their own expense* until the required standards are met.

A satisfactory level of performing ability on the major instrument is required of all students before they are allowed to enroll for junior or senior level applied music. This ability may be determined by members of the department concerned, or by audition in the case of a transfer student.

A student teacher barrier examination is required of all Bachelor of Music Education students prior to student teaching and, normally, is taken the semester immediately preceding that semester in which student teaching is to be done.

Junior and Senior recitals are required of all Bachelor of Music candidates with the exception of theory and composition and piano pedagogy majors who present only a senior recital. A minimum of one recital appearance during the four-year period of study is required for all Bachelor of Music Education and Bachelor of Music Therapy candidates. All students must stand jury examinations each semester that they are enrolled for applied study.

A variety of more specific proficiencies are stipulated by individual degree programs and departments. Students are requested to consult their advisers concerning these requirements.

DEGREE PROGRAMS

The College of Music offers programs leading to the degree of Bachelor of Music with the following as majors:

Composition	Instrumental
Voice	Organ
Piano	Piano Pedagogy

Music Therapy

Curricula having Voice, Composition, Piano, Organ, Piano Pedagogy and Instrumental Music as majors are designed for students who wish to become performers, accompanists, composers or conductors. These curricula are also designed for students planning graduate study leading to a college or university teaching career.

The major in Music Therapy is a professional degree designed for students who wish to work with the mentally ill, physically handicapped, and exceptional children.

Programs leading to the degree of Bachelor of Music Education with the following as majors:

Voice Piano Instrumental

Course work leading to the degree of Master of Music Education with the following as majors:

Voice Piano Instrumental

Course work leading to the degree of Master of Music Therapy with the following as majors:

Voice Piano Instrumental

The Bachelor of Music Education curricula are designed to fulfill requirements for teacher certification at the secondary level in the State of Louisiana. Courses in these programs have been planned so that they may also be taken in preparation for graduate study leading to a teaching career on the college or university level.

Requirements for graduate programs are given in the *Graduate Bulletin.*

ORGANIZATIONS

University Band

Membership in the University Concert Band is open to all University students by audition.

University Chorus

A large choral organization specializing in large choral works with orchestral accompaniment. Open to all University students.

University Chorale

A select choral organization open to all University students by audition.

University Orchestra

A select instrumental organization including string, wind & percussion instruments. Open to all University students by audition.

University Wind Ensemble

Available to woodwind, brass, and percussion players within limits of the instrumentation of works studied and performed. Membership by audition.

Opera Workshop

This class concentrates on music, text and stage direction simultaneously. In addition to learning the staging of their own parts in scenes of complete operas, the students are instructed in the techniques of operatic stage deportment applicable to any role. Emphasis is placed on opera that is good theatre.

Madrigal Singers

A very select vocal chamber ensemble concentrating on repertoire of the Renaissance and Baroque periods. Emphasis on solo and ensemble performance of Chansons, Madrigals, and related forms as well as their dramatic offshoots.

Brass Ensemble

A group specializing in performance of fine literature for brass ranging from early Baroque music to the most modern composition. Open to all University students by audition.

Percussion Ensemble

Open to all players with the necessary performing proficiency. Study and performance of literature for varied combinations of percussion instruments.

Woodwind Ensemble

A program open to woodwind players who have the required qualifications. Study and performance of standard and modern literature.

Jazz/Lab Band

The stage band offers interested musicians an opportunity to perform music in the popular and jazz idioms. Study of arranging and techniques of improvisation. Open to University students by audition.

Loyola Ballet

Open to University students who have the required training and ability. Rehearsals are held on weekends in preparation for winter performance with the Loyola Concert Band.

Phi Beta

Phi Beta, National Professional Fraternity of Music and Speech, was founded in 1912 at Northwestern University, Epsilon Chapter was installed at Loyola University in 1938.

The purpose of the fraternity is to promote the best in music and speech and to develop professional ability in these two arts.

Alpha Mu

National Professional Music Therapy Fraternity. Membership is open to music therapy majors and other students at Loyola who are interested in the advancement of music therapy. Second semester freshmen and upper classmen are eligible for membership. Alpha Mu is dedicated to the promotion of fraternal spirit among students and to the professional advancement of music therapy through lectures, hospital (institutional) observation and volunteer activities in which music students are invited to participate.

Student Chapter of Music Educators National Conference

Open to all music students. Members receive subscription to *Music Educators Journal*, sponsor visiting lecturers and recitalists, and offer paraprofessional services to the community.

Other Organizations

Students of the College of Music are eligible for membership in the Student Council, Alpha Sigma Nu, Blue Key, Alpha Pi Omicron, Lambda Sigma Lamba, Cardinal Key, Kappa Delta Pi, and other social fraternities.

AWARDS

Werlein Awards

These awards are given by Mr. Philip Werlein of Werlein Music Company to students who have done outstanding work in their respective departments, and qualify by audition.

Music Award

The Music Award is awarded each year to the outstanding graduating senior who in the judgment of the faculty excelled in music and scholarship.

Dean's List

Students with the highest average and those who demonstrate special interest, cooperation and leadership are placed on the Dean's List.

BACHELOR OF MUSIC EDUCATION—INSTRUMENTAL

FRESHMAN				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	125	126	Major Instrument	2	2
Mus	161	162	Strings	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
Math			Math	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
				19	19
				38	

Sophomore

				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano	2	2
Mus	225	226	Major Instrument	2	2
Mus		238	Introduction to Music Literature	0	2
Mus	261	262	Brass & Percussion	2	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem/BioSci			Chemistry/Biology	4	4
Educ			Introduction to Education	3	0
				21	20
				41	

Junior

				F	S
Mus	307	308	Recital	0	0
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	361	362	Woodwinds	2	2
Mus	365		Essentials of Conducting	2	0
Mus		366	Instrumental Conducting	0	2
Mus			Major Ensemble	1	1
Educ		302	Adolescent Psychology	0	3
Educ	364		Psych. Teach Music in Sec. Schools	3	0
Hist			History	0	3
PhysEd			Physical Education	2	2
Physic			Physics	4	0
				19	18
				37	

Senior

				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus			Major Ensemble	1	0
Educ		350	Student Teaching	0	6
Educ	351		Educational Methods	3	0
Econ			Economics	3	0
Dialog			DC History	3	0
Mode of Thought			MT Sociology	0	3
				12	11
				23	

BACHELOR OF MUSIC EDUCATION—VOCAL

FRESHMAN				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Voice	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
Math			Math	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
				19	19
				38	

SOPHOMORE				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Voice	3	3
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem			Chemistry	4	0
BioSci			Biology	0	4
Educ	100		Introduction to Education	3	0
				20	19
				39	

JUNIOR				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	325	326	Piano	2	2
Mus	327	328	Voice	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Hist			History	0	3
PhysEd			Physical Education	2	2
Physic			Physics	4	0
Educ		302	Adolescent Psychology	0	3
Educ	364		Psych. Teach. Music in Sec. Schools	3	0
				20	19

Senior				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus			Major Ensemble	1	0
Econ			Economics	3	0
Educ		350	Student teaching	0	6
Educ	351		Educational Methods	3	0
Dialog			DC History	3	0
Mode of Thought			MT Sociology	0	3
				12	11
				23	

BACHELOR OF MUSIC EDUCATION—PIANO*

Freshman				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	127	128	Piano	3	3
Mus	127	128	Voice	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
Math			Mathematics	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
				20	20
				40	

Sophomore				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	227	228	Piano	3	3
Mus	227	228	Voice	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Chem/BioSci			Chemistry/Biology	4	4
Educ			Introduction to Education	3	0
				21	20
				41	

JUNIOR				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	327	328	Piano	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Educ		302	Adolescent Psychology	0	3
Educ	364		Psych. Teach. Music in Sec. School	3	0
Physic			Physics	4	0
Econ			Economics	0	3
PhysEd			Physical Education	2	2
Hist			History	0	3
				18	20
				38	

SENIOR				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus	341		Piano Literature & Pedagogy	3	0
Mus			Major Ensemble	1	0
Educ		350	Student Teaching	0	6
Educ	351		Education Methods	3	0
Mode of Thought			MT Sociology	0	3
Dialog			DC History	3	0
				12	11
				23	

*Certification in Piano and Voice; student teaching to be done in choral music.

BACHELOR OF MUSIC EDUCATION— INSTRUMENTAL AND VOCAL MUSIC*

FIRST YEAR				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	125	126	Major Instrument	2	2
Mus	161	162	Strings	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
Math			Math	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
				19	19
				38	

Second Year				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	225	226	Major Instrument	2	2
Mus	125	126	Voice	2	2
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem/BioSci			Chemistry/Biology	4	4
				18	20
				38	

Third Year				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	225	226	Voice	2	2
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	261	262	Brass & Percussion	2	2
Mus			Major Ensemble	1	1
Educ			Introduction to Education	3	0
Mode of Thought			MT Sociology	3	0
Physic			Physics	0	4
PhysEd			Physical Education	2	2
				18	16
				34	

Fourth Year				F	S
Mus	407	408	Recital	0	0
Mus	325	326	Voice	2	2
Mus	427	428	Major Instrument	3	3
Mus	361	362	Woodwinds	2	2
Mus	365		Essentials of Conducting	2	0
Mus			Instrumental or Vocal Conducting	0	2
Mus			Major Ensemble	1	1
Econ			Economics	0	3
Educ		302	Adolescent Psychology	0	3
Educ	364		Psych. Teach. Music in Sec. Schools	3	0
Hist			History	3	0
				17	16
				33	

Fifth Year				F	S
Mus	315	316	Orchestration I & II	2	2
Mus	410		Senior Recital	0	0
Mus	425		Voice	2	0
Mus			Major Ensemble	1	0
Educ	351		Educational Methods	3	0
Educ		350	Student Teaching	0	6
Dialog			DC History	3	0
				11	8
				19	

*A five year course, certification in instrumental and vocal music.

BACHELOR OF MUSIC—INSTRUMENTAL

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/			Music as Value I & II	3	3
Phil	395	396			
				16	16
				32	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Major Instrument	3	3
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Dialog			DC Philosophy/DC Theology	3	3
				16	18
				34	

Junior				F	S
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I & II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		366	Instrumental Conducting	0	2
Mus			Major Ensemble	1	1
Mode of Thought			MT Philosophy/MT Theology	3	3
			Non-Music Electives	3	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	315	316	Orchestration I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus			Major Ensemble	1	1
Dialog			DC History	3	0
Mode of Thought			MT Elective	0	3
			Non-Music electives	3	3
				16	16
				32	

BACHELOR OF MUSIC—VOICE

Freshman				F	S
Mus	103		Italian Diction	1	0
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Voice	3	3
Mus	185	186	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
				18	17
				35	

Sophomore				F	S
Mus	104		French Diction	1	0
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Voice	3	3
Mus		238	Intro. to Music Lit.	0	2
Mus	285	286	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Lang*			Language	3	3
Engl			English	3	3
				18	19
				37	

Junior				F	S
Mus	105		German Diction	1	0
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	310		Junior Recital	0	0
Mus	311		Counterpoint I	2	0
Mus	327	328	Voice	3	3
Mus	337	338	Music History I & II	3	3
Mus	385	386	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Lang			Language	3	3
Dialog			DC Philosophy/DC Theology	3	3
Mode of Thought			MT Theology	0	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	411		Form & Analysis I	2	0
Mus	427	428	Voice	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus	485	486	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Dialog			DC History	3	0
Mode of Thought			MT Elective	0	3
Mode of Thought			MT Philosophy	0	3
			Non-Music electives	3	0
				15	13
				28	

*Two years of language other than Spanish is required in addition to the diction classes in Italian, French, and German.

BACHELOR OF MUSIC—PIANO, ORGAN*

Freshman

				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I-II	4	4
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
			Non-Music electives	3	3
				17	17
				34	

Sophomore

				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III-IV	4	4
Mus	227	228	Major Instrument	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Dialog			DC Philosophy/DC Theology	3	3
Mode of Thought			MT Philosophy	3	0
				17	16
				33	

Junior

				F	S
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I-II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I-II	3	3
Mus	341	342	Piano Pedagogy & Literature	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Dialog			DC History	3	0
Mode of Thought			MT Elective	0	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus			Music Electives	2	2
Mus			Major Ensemble	1	1
			Non-Music Electives	3	3
Mode of Thought			MT Theology	3	0
				16	13
				29	

*Organ majors substitute organ literature and pedagogy for piano literature and pedagogy. 6 sem. hrs. required.
Two years of foreign language study is recommended.

BACHELOR OF MUSIC—PIANO PEDAGOGY

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/			Music as Value I & II	3	3
Phil	395	396			
			Non-Music electives	3	3
				17	17
				34	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	227	228	Major Instrument	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Dialog			DC Philosophy/DC Theology	3	3
Mode of Thought			MT Theology	3	0
				17	16
				33	

Junior				F	S
Mus	307	308	Recital	0	0
Mus	311	312	Counterpoint I & II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I & II	3	3
Mus	341	342	Piano Pedagogy & Literature	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Dialog			DC History	3	0
Mode of Thought			MT Elective	0	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus	443	444	Pedagogy Practice	2	2
Mus			Major Ensemble	1	1
Mus			Music Electives	2	2
Mode of Thought			MT Philosophy	3	0
			Non-Music electives	3	3
				18	15
				33	

BACHELOR OF MUSIC—THEORY & COMPOSITION

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I-II	4	4
Mus	125	126	Major Instrument	2	2
Mus			Minor Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
Dialog			DC History	3	0
Mode of Thought			MT Elective	0	3
				19	19
				38	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III-IV	4	4
Mus	213	214	Composition Essen.	2	2
Mus	225	226	Major Instrument	2	2
Mus			Minor Instrument	4	4
Mus		238	Intro. to Music Lit.	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
				16	18
				34	

Junior				F	S
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I-II	2	2
Mus	313	314	Composition	2	2
Mus	315	316	Orchestration I & II	2	2
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	365		Essential of Conduct.	2	0
Mus			Instrumental, or Choral conducting	0	2
Mus			Major Ensemble	1	1
Dialog			DC Philosophy/DC Theology	3	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital*	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	413	414	Composition	3	3
Mus			Major Ensemble	1	1
Mus	425	426	Major Instrument	2	2
Mode of Thought			MT Philosophy/MT Theology	3	3
			Non-Music electives	3	3
				14	14
				28	

*A recital of original works may be substituted for the recital in applied music.

BACHELOR OF MUSIC—MUSIC THERAPY

FRESHMAN				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Class Piano	2	2
Mus	125	126	Major Instrument	2	2
Mus	151		Introduction to Music Therapy	1	0
Mus	161	162	Strings	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
Sociol			Introduction to Sociology	0	3
				17	19
				36	

SOPHOMORE				F	S
Mus	207	208	Recital	0	0
Mus	211		Theory III	4	0
Mus	221	222	Class Piano	2	2
Mus	225	226	Major Instrument	2	2
Mus		238	Introduction to Music Literature	0	2
Mus	261	262	Brass & Percussion	2	2
Mus	251	252	Pre-Clinical	0	0
Mus			Theory electives	0	4
Mus			Major Ensemble	1	1
Mus			Psychological Evaluation	0	0
Engl			English	3	3
Psych			Introduction to Psychology	3	0
Dialog			DC Sociology	3	0
Mode of Thought			MT Sociology	0	3
				20	19
				39	

JUNIOR				F	S
Mus	307	308	Recital	0	0
Mus	323	324	Guitar Class	1	1
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	361	362	Woodwinds	2	2
Mus			Major Ensemble	1	1
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Educ	302		Adolescent Psychology	3	0
Psych		336	Abnormal Psychology	0	3
BioSci			Biology Elective	0	4
BioSci			Cultural Biology	4	0
				18	18
				36	

Senior				F	S
Mus	407	408	Recital	0	0
Mus	351		Hospital Techniques	2	0
Mus	453		Music & Behavior I	3	0
Mus			Major Ensemble	1	1
Mus		452	Psychology of Music I	0	3
Mus		454	Hospital Orientation	0	2
Mus		456	Clinical Training	0	1
PhysEd			Physical Education	1	1
			Electives (statistics preferred)	4	4
				11	12
				23	

BACHELOR OF MUSIC—MUSIC THERAPY
(Certification: Music Education)

Freshman					
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Class Piano	2	2
Mus	125	126	Major Instrument	2	2
Mus	151		Introduction to Music Therapy	1	0
Mus	161	162	String Class	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
RelStu/ Phil	395	396	Music as Value I & II	3	3
Educ			Intro to Education	3	0
Hist			U. S. History	0	3
Math			Mathematics	3	3
				23	22
				45	

Sophomore					
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano	2	2
Mus	225	226	Major Instrument	2	2
Mus		238	Intro to Music Lit	0	2
Mus	251	252	Pre-Clinical	0	0
Mus	261	262	Brass & Percussion	2	2
Mus			Major Ensemble	1	1
Mus			Psychological Evaluation	0	0
Engl			English	3	3
PhysEd			Physical Education	2	2
Psych			Introduction to Psychology	3	0
BioSci			Cultural Biology	4	0
Physic/Chem			Physics or Chemistry	0	4
				23	22
				45	

Junior

Mus	307	308	Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus	323	324	Guitar Class	1	1
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	361	362	Woodwind Class	2	2
Mus			Major Ensemble	1	1
Mus	365		Essentials of Conducting	2	0
Mus			Choral or Instr. Conducting	0	2
Educ	302		Adolescent Psychology	3	0
Educ		364	Psych. of Music Teaching	0	3
Psych			Abnormal Psychology	3	0
Mode of Thought			MT Sociology	0	3
BioSci			Biology elective	0	4
				19	23
				42	

Senior

Mus	407	408	Recital	0	0
Mus	351		Hospital Techniques	2	0
Mus	453		Music & Behavior I	3	0
Mus			Major Ensemble	1	0
Educ		350	Student Teaching	0	6
Mus		454	Hospital Orientation	0	2
Mus		456	Clinical Training	1	0
Dialog			DC Sociology	3	0
Educ	351		Educational Methods	3	0
			Electives (statistics preferred)	4	4
				17	12
				29	

THE SUMMER SESSION

Director: John F. Sears, M.B.A.

The University has offered summer work on a regular basis since June 13, 1924. Currently it offers instruction in all areas of Arts and Sciences, in the Colleges of Business and Music, and in City College. Work can also be done in graduate studies and in Law, while special programs in Communications, Drama, International Studies, and Journalism are offered. For several years the University has sponsored NSF-SSTP and SCOPE-Upward Bound programs for secondary school students. A bulletin detailing all of the above programs is published in March of each year. In general, two five-week terms are offered. All summer work is accepted towards a regular degree, and degrees are actually awarded in August. Campus housing is available, but not financial aid.

ELIGIBILITY

All students currently enrolled in the University, all students who are in good standing at other universities, and all entering freshmen are eligible to attend the summer session. Undergraduate students not currently enrolled at Loyola should write directly to the Director of Admissions for applications and information. Students desirous of doing graduate or professional work should write to the Chairman of the Graduate Council, or to the Dean of the Law School.

REGULATIONS

All the general rules of the University apply, as described in this bulletin, with the following exception: a student may schedule no more than six hours a session (or seven, if one course is a laboratory science course) without the written permission of his dean, and only then if he has a cumulative average of 3.0 or better. Loyola students are reminded that they may only do summer work elsewhere if they are in good standing and have the written permission of their adviser and their dean.

COURSES OF STUDY

Those courses prefixed by MT are Mode of Thought Courses, those prefixed by DC are Dialog Courses.

Mode of Thought

Creart 006—MT Biblical Figures in Art (Also Rel Stu 112)

Three churches with cycles of biblical scenes will be studied: The Arena Chapel Frescoes by Giotto, The Sistine Chapel by Michelangelo, The Romanesque Cathedral of Vezelay. Slides and lectures instruct the students in the art of the period and the characteristics of the art works under consideration. Also an explanation of the biblical material under consideration, viewing the art (and the choice of biblical scenes) as *an* interpretation of the Bible and as a reflection of the theology and biblical interpretation of the time of the artist. 3 sem. hrs.

Creart 008—MT Love and Hate in Modern Art

Approach to basic human motivations—love and hate manifested in late 19th, early 20th century—Western visual arts and literature. Students will attend two or three movies and have discussions in class. Filmstrips and audio-visual material will be used. In depth study of Edward Albee's play, Picasso and Van Gogh. 3 sem. hr.

Creart 010—MT Weimar-Nazi Art

Survey of German art and literature from 1915 to 1945. Discussion of the role or fate of the artist in a totalitarian state. Also, the relationship of art and politics. Review of Nazi Films, architecture and military regalia. Art and propaganda—the particular uses by the Nazis of art, ceremony and ritual. 3 sem. hrs.

Creart 012—MT Arts in Worship (Also Rel Stu 012)

Artistic and liturgical theory, developed in the academic setting, will be applied in actual Sunday liturgies in Holy Name Church. 3 sem. hrs.

HardSci 001—MT Psychobiochemistry of Behavior

The course will examine the principles and techniques employed by Biologists, Chemists and Psychologists as they attempt to unravel the mysteries of man's behavior. The events involved in sensory perception will be examined and how man experiences the activation of each system. Also, techniques employed to study memory will be demonstrated by film, video tape, and where possible by live classroom demonstrations. Possible explanations on a chemical basis will be explored. A historical study of the discovery and use of drugs by man will be made as an introduction to the more exotic use of drugs as an experimental tool in the study of the mind of man. 3 sem. hrs.

HardSci 121—MT Scientific Revolutions (Also Phil 121)

A study of scientific method with special attention to conceptual change in science. The topics will be approached from the philosopher's standpoint and criticized (supported or challenged) by specific examples of method and conceptual change drawn from the natural sciences. 3 sem. hrs.

HUMAN 001—MT Man and Violence

The aim of the course will be to explore the uses of violence from the point of view of the historian, the philosopher and the dramatist—its rationale, the incidence of its futility. The exploration will move through four major periods: Classical Greece, Renaissance Europe, Modern Europe and Modern America. 3 sem. hrs.

HUMAN 002—MT Blake, Art and Poems

This course will examine William Blake as a poet and artist, proceeding from his earliest and simplest work to his vast visionary epics of man, revolution, love, and apocalyptic harmony. Blake illustrated, or "illuminated," many of his works—indeed, made his living as an artist—and his status as a major figure in art as well as literature makes him uniquely appropriate for interdisciplinary study. 3 sem. hrs.

HUMAN 004—MT Spanish Culture and Civilization

This course, taught entirely in English, will focus on literary and religious aspects of Spanish life. The unifying thread will be an examination of the mystical impulse as seen in Spanish music, art, drama, cinema, law, philosophy, science and literature. 3 sem. hrs.

Phil 110—MT Introduction to Philosophy

An examination of the difference between the philosophical approach to reality and that of other disciplines as manifested in the discussion of specific philosophical issues. 3 sem. hrs.

Phil 112—MT God and Atheism

An attempt to introduce the student to philosophy through a dialog which arises from the theistic or naturalistic attitudes toward the nature of man, his experience, and the nature of the world in which he lives. 3 sem. hrs.

Phil 116—MT Rights and Revolution

This course will consider the origin and nature of the conception of natural rights and other rights, the validity of claims about rights, and the development of the conception of rights in the Modern period. This will clarify the nature of equality, legitimate government and revolution. This will make possible a consideration of various claims about particular rights such as the right of revolution, the rights to life, and the *U.N. Document on Human Rights.* 3 sem. hrs.

Phil 117—MT Ethical Bases of Business Practice in U.S. (Also Rel Stu 117)

Examination and critique of the assumption upon which modern business operates; an attempt to suggest alternative principles in the light of certain anomalies that surface from the juxtaposition of declared aims/practice; an exercise in extrapolating possible effects a shift in philosophical bases might occasion. This will require a study of what present business leaders have done to construct an ethics; of predictive analyses worked up by different disciplines; of criticism aimed at the current system; of the history and present state of this system. We expect to invite guest lectures from the business school; the Institute of Politics; the Labor Relations Board; the Better Business Bureau; and possibly the Internal Revenue Department. 3 sem. hrs.

Rel Stu 114—MT Religion and the American Experience

An effort to initiate the student into dialectic that has obtained in American life between religion and the cultural forces as this has manifested itself in the literature and theology of articulate thinkers and creative artists. An analysis of the religious themes exemplified in the Parties of Innocence and Memory along with their blending in Irony; the secularization of American Life and the question of civil religion. 3 sem. hrs.

Rel Stu 117—MT Ethical Bases of Business Practice in U.S. (Also Phil 117)

For course description see Phil 117.

Rel Stu 120—MT Religion and Literature

This course represents an introduction to the study of the religious and/or Christian dimension of literature through the analysis of certain representative works of Western Literature in conjunction with the careful reading of selected critical essays. 3 sem. hrs.

Soc Sci 001—MT Nature of Man

This course intends to explore the definition of the nature of man by studying several well defined concepts of important thinkers whose ideas have become widespread. It will isolate those definitions and describe them. Then, in dialog among the four disciplines represented, subject these definitions to serious philosophical scrutiny. 3 sem. hrs.

Soc Sci 003—MT Beyond Watergate

An examination of the events surrounding the phenomenon in historical perspective through investigating the past and present and their implications for the future. Included will be readings in history, current affairs, and journalistic analysis, with attention given to such issues as that of the balance of powers between the branches of government, the clash between government and press, and the re-evaluation of American political customs and values. 3 sem. hrs.

Soc Sci 005—MT Man At War

A series of fictional readings and films will acquaint students with the common man as he faces adversity. This experience will be seen through the eye of novelists and film makers and will show how the common man has responded to three universal themes of conflict—War, Deprivation, and Modernization and Alienation. The course will be interdisciplinary in that the faculty will be examining the intellectual effort of other disciplines—novels and films; area specialists—an Americanist, a Europeanist, and a Latin Americanist—will be examining the three themes of adversity from the point of view of their regional specialization; and an economic, political, and social historian will bring to bear on each theme and region his own particular expertise. 3 sem. hrs.

Soc Sci 007—MT Power and Social Stratification in New Orleans

This course, after first considering the overall "pluralistic" and "elitist" theories of power, intends to explore two different assertions about "power in New Orleans": the first argues that there is a "ruling class" in New Orleans; the second points to pluralistic power (ethnic and machine politics, etc.). What evidence do we have in terms of these two theories? 3 sem. hrs.

Accounting

Acc. 105–106—Principles of Accounting

A basic course in accounting designed to familiarize all students registered in the College of Business Administration with the fundamental accounting principles and practices with a background to business through accounting. Emphasis

is placed on the modern concepts of how accounting is used in the business world plus an introduction of cost and managerial accounting. Fall and Spring Semesters. 6 sem. hrs.

Acc. 203—Managerial Accounting

This is a one semester terminal course designed especially for business administration students who have selected a program of study other than accounting. As a further preparation for his business career, using the fundamentals of accounting, the student is introduced to the uses of accounting data in the planning and control functions of management. Coordination of operating and capital budgets are a few of the concepts of management that will be covered. Prerequisite: Acc. 105–106 or equivalent. Fall and Spring Semesters. 3 sem. hrs.

Acc. 205–206—Intermediate Accounting

This course is designed to develop an understanding of modern accounting standards and concepts, acceptable form and techniques in the preparation of accounting statements. Detailed accounts are considered in both financial and income-determination statements. Special problems in corporate accounting, statement analysis, use of funds and cash flow are considered. Prerequisite: Acc. 105–106 or its equivalent. Acc. 205—Fall Semester; Acc. 206—Spring Semester. 6 sem. hrs.

Acc. 305–306—Advanced Accounting

Principles and problems of advanced accounting relating to partnerships (including liquidation by installments), joint ventures, home-office and branch accounting, consolidated financial statements, corporate mergers and capital readjustments, foreign exchange, receiverships, fiduciary and fund accounting are covered. Prerequisite: Acc. 205-206 or its equivalent. Acc. 305—Fall Semester; Acc. 306—Spring Semester. 6 sem. hrs.

Acc. 314—Federal Tax Accounting I

This course introduces the student to the complexities of the Revenue Code, Regulations, Revenue Rulings, and related court decisions as they apply to individuals. The mechanics of preparing federal income tax returns for individuals are covered. Tax planning is introduced. Prerequisite: Acc. 105-106, 203 or equivalent. Fall Semester. 3 sem. hrs.

Acc. 315—Federal Tax Accounting II

This course deals with the requirements and mechanics of preparing federal income tax returns of partnerships, corporations, estates, and trusts. It also covers federal estate tax and gift tax returns. Tax planning is developed and tax research methods are introduced. Prerequisite: Acc. 314 or equivalent. Spring Semester. 3 sem. hrs.

Acc. 317—Cost Accounting I

This course is primarily designed to emphasize use of basic cost accounting theories and concepts of factory cost finding under job order, process, and standard cost systems. It embraces a study of control and analyses of materials, labor, and factory overhead, and introduces a system of assembling data for prompt transmittal and remedial action needed to serve management. Prerequisite: Acc. 205–206 or its equivalent. Fall Semester. 3 sem. hrs.

Acc. 318—Cost Accounting II

This course approaches cost accounting from the viewpoint of the managerial recipient (consumer) of internal accounting information. Concepts of the motivational relationship between standards and performances, on distribution cost analysis, and on profit variance analysis are a few of the concepts covered. Accounting data used, for the processing and reporting of a firm's historical and projected microeconomic data, assists management in planning future policies and operation, in making decisions, and in controlling and analyzing the costs and profits. Addi-

tional attention is given to the establishment of standards of evaluating the profit performance of organizational divisions, capital expenditures, sales emphasis, customer selection and product pricing. Prerequisite: Acc. 317. Spring Semester. 3 sem. hrs.

Acc. 320—Accounting Theory

This course is designed to reinforce the advanced student's understanding of the theory upon which the practice of accounting rests. It examines the publications and pronouncements of the A.I.C.P.A., particularly their Accounting Research Studies, the Accounting Terminology Bulletins, and the opinions of the Accounting Principles Board. This course is intended to prepare students for an important part of the CPA exam. Spring Semester. 3 sem. hrs.

Acc. 323—Auditing Principles

This course acquaints the student with the procedures of conducting a general audit. Emphasis is placed upon the standards, philosophy, ethics and responsibilities of the independent Certified Public Accountant in conducting an audit and upon the role and importance of internal control. Prerequisite: Acc. 205–206 or equivalent. Fall Semester. 3 sem. hrs.

Acc. 324—Auditing Practices

This course is designed to provide the opportunity for application of the concepts developed in Acc. 323. The student is required to prepare auditing programs and to solve assigned contemporary problems in auditing. Prerequisite: Acc. 323 or equivalent. Spring Semester. 3 sem. hrs.

Acc. 340—Integrated ADP and Information Systems

The major emphasis is directed toward the problems of integrating automatic data processing and accounting information systems. Problems inherent in the development of systems are also covered. Prerequisites: Acc. 105-106, Acc. 205, Cs. 101. Fall Semester. 3 sem. hrs.

Biological Sciences

Dialog Course: BioSci 122.

BioSci 100—Biology for Today

A lecture demonstration course designed to acquaint non-majors with current trends in the biological sciences. Restricted to City College students. 4 sem. hrs.

BioSci 101—General Botany

The basic principles of plant morphology and physiology. The evolution, distribution, genetics and economic importance of plants are briefly considered. This course is designed primarily for education majors, medical technologists and dental hygiene students. Two lectures and two laboratory periods. 4 sem. hrs.

BioSci 102—General Zoology

A comprehensive study is made of typical invertebrate and vertebrate animals with emphasis on their structure, function, ecology and evolution. This course is designed primarily for education majors, medical technologists and dental hygiene students. Two lectures and two laboratory periods. Prerequisite: BioSci 101. 4 sem. hrs.

BioSci 103—Cultural Biology

A lecture demonstration course in the essentials of biology designed specifically as an orientation course for those whose interests lie in the sphere of the humanities. May not be used as a prerequisite for advanced courses. 4 sem. hrs.

BioSci 104—Human Ecology

The role of man in the ecosphere; reciprocal relationships of man and environment. No prerequisites. 2 sem. hrs.

BioSci 107–108—General Biology

An intensive study of the fundamental properties of living things, their structure, functions, classifications, life histories and evolution. This course is required for all pre-medical, pre-dental and pre-pharmacy students and biology majors. Two lectures and two laboratory periods. 4-4 sem. hrs.

BioSci 122—Microbiology

This course embraces bacteriological techniques, the classification and properties of important non-pathogenic and pathogenic bacteria, molds and viruses. The principles of immunity and serology are briefly treated. Two lectures and two laboratory periods. 4 sem. hrs.

BioSci 122—DC Microbes and Man

This course would be developed as a cultural course in science for students with little or no background in science. The student would be encouraged to relate his or her daily living to the activities of the microbial world. The student should understand microorganisms with an appreciation of their significance in the world, including their effects upon man, his enterprises, and his environment. The emphasis will be on the following topics: History of microbiology, infectious diseases —their transmission and prevention, immunity, antibiotics, ecological problems of air and water pollution, food spoilage and production, viruses and cancer, useful activities of microorganisms, etc. 3 sem. hrs.

BioSci 201—Comparative Anatomy of the Vertebrates

Lectures on vertebrate anatomy, phylogeny, and evolution accompanied by laboratory study of type vertebrates. Detailed dissections will be carried out on the shark, *Necturus*, and the cat; protochordates and agnathans will also be considered. Two lectures and two laboratory periods. Prerequisite: BioSci 107-108 or equivalent. 4 sem. hrs.

BioSci 202—General Embryology

A study of the origin and maturation of germ cells, fertilization, and the differentation of germ layers in selected invertebrate and vertebrate animals. Knowledge of the development of vertebrate organ systems will be based on an intensive study of whole mounts and serial sections of the frog, chick, and pig. Two lectures and two laboratory periods. Prerequisite: BioSci 108. 4 sem. hrs.

BioSci 205–206—Anatomy, Physiology and Kineseology

A lecture demonstration course designed to give the student of physical education thorough and practical knowledge of these basic sciences. Required for physical education and dental hygiene students; Not open to pre-dental students. Prerequisite: BioSci 101-102 or equivalent. 3-3 sem. hrs.

BioSci 209—Mammalian Anatomy

A lecture and laboratory study presented as a basis for the understanding of human anatomy. Detailed dissection of the cat and anatomical studies of other vertebrates are included. This course is restricted to medical technologists. Prerequisite: 2 semesters of biology. 4 sem. hrs.

BioSci 301—Bacteriology

This course embraces bacteriological technique, the classification and study of the properties of important non-pathogenic and pathogenic bacteria. The principles of immunity, serology and virology are also considered. Two lectures and two laboratory periods. Prerequisites: general biology and two years of chemistry, including organic chemistry which may be taken concurrently. 4 sem. hrs.

BioSci 302—General Histology

The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two laboratory periods. Prerequisite: BioSci 201. 4 sem. hrs.

BioSci 304—General Physiology

An introductory study of physico-chemical processes in cells, tissues and organs. Three lectures and one laboratory period. Prerequisite: BioSci 201 and Organic Chemistry. 4 sem. hrs.

BioSci 306—Animal Microtechnique

A course in the principles and methods of preparing animal material for microscopical study. The student is given practice in fixing, embedding, sectioning, staining, and mounting tissues; the preparation of whole mounts. Two lecture and two laboratory periods a week. Prerequisite: BioSci 302. 4 sem. hrs.

BioSci 307—General Entomology

The taxonomy, life histories and habitats of the insects common to South Louisiana. Prerequisite: BioSci 107-108 or equivalent. 4 sem. hrs.

BioSci 308—Plant Physiology

Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. Prerequisites: General Botany and Organic Chemistry. 4 sem. hrs.

BioSci 309—Introduction to Bioecology

Basic ecological principles and concepts are considered including the nature of the ecosystem, energy flow, biogeochemical cycles, and the ecology of populations and communities. Two lectures and 4-5 hrs. of laboratory or field work. Prerequisite: one year of college biology. 4 sem. hrs.

BioSci 310—Introduction to Field Zoology

The taxonomy, life histories, and general ecological relationships of the common animals of South Louisiana comprise the subject matter of this course. Two lectures and 4-5 hrs. of laboratory or field work. Prerequisite: one year of college biology. 4 sem. hrs.

BioSci 312—Cytogenetics

A presentation of cell structure with emphasis on chromosomes. The relationships between classical and contemporary genetics and cellular biology will be considered. Prerequisite: General Biology. 3 sem. hrs.

BioSci 315–316—History and Philosophy of Biology

Discussion of the historical development and philosophical implications of biology. Required of all pre-medical students and biology majors. Prerequisite: Permission of Professor. Two lectures. 1–1 sem. hrs.

BioSci 317—Introduction to Biological Research

Special work for advanced students, includes both library and laboratory research. Weekly oral and/or written reports are required. Two-year course: grade assigned upon completion of the Spring Semester of senior year. Required of all upper division biology majors. 2 sem. hrs.

BioSci 317H—Honors Program in Biological Research

In addition to the work encompassed by BioSci 317, students in this course must maintain a B average in Biology and Chemistry during all four years. Special experimental assignments will be required of them in addition to grant applications. 2 sem. hrs.

BioSci 320—Plant Anatomy

A consideration of the structure and development of seed plants (primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. Prerequisite: General Botany. 4 sem. hrs.

BioSci 353—An Introduction to Radiation Science

A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginners with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course. 3 sem. hrs.

Business Law

B.L. 305–306—Business Law

Application of law to business transactions; fundamental ideas of law in general; business forms; contracts; agency; negotiable instruments; banking law; sales, personal property; partnerships and corporations; mortgages; real property; insurance; suretyship; and bankruptcy. Prerequisite: Eco. 201-202. B.L. 305—Fall Semester; B.L. 306—Spring Semester. 6 sem. hrs.

Chemistry

Chem 103—Chemistry for Non-Science Majors

A lecture-demonstration course in the essentials of chemistry primarily but not exclusively for education majors. This course does not serve as a prerequisite for any other chemistry course. 4 sem. hrs.

Chem 105—General Chemistry

A lecture-demonstration course designed for students who plan to take only one or two college chemistry courses. The essentials of chemistry will be presented with emphasis on bonding and molecular architecture. Much of the material will be organic chemistry but some excursions will be made into inorganic and biochemistry. Current problems in nutrition, drug use and abuse, chemical warfare, pollution, power sources and medicines will be discussed as well as possible approaches to solving them. No pre-requisite. 4 sem. hrs.

Chem 111–112—General Chemistry

A basic course in the fundamental principles of general chemistry. Intended for science majors whose high school background, as shown by the Chemistry Achievement Test in the College Entrance Board, indicates the need of a full-year course in Freshman Chemistry. Two semesters, three lectures per week. 3–3 sem. hrs.

Chem 113–114—General Chemistry Laboratory

Includes qualitative analysis. Two semesters, one 3-hour laboratory period per week. Prerequisite: credit or co-registration in Chem 111-112. 1-1 sem. hrs.

Chem 115—General Chemistry Lecture for Chemistry Majors

An intensive, one semester course in the fundamental principles of general chemistry. One semester, three lectures per week. Prerequisite: Approval of the Chairman. 3 sem. hrs.

Chem 117—Lab and Lecture—Demonstration

Will concern certain aspects of all areas of chemistry and their impact on modern man. Includes experiments in inorganic, organic, physical, polymer, biological and analytical chemistry. One 3-hour Lab per week. Accompanies Chem 115. 1 sem. hr.

Chem 206—Introduction to Modern Chemical Computations for Chemistry Majors

May be elected by anyone else upon approval of chairman. Includes an introduction to computer language, the writing of computer programs, the use of existing data processing equipment, and techniques of numerical analysis as background material leading to actual practice in solving sophisticated numerical problems encountered in the field of chemistry. One semester, one hour of lecture or three hours of lab per week. Prerequisite: Chem 115, Chem 117, and Math 257. 1 sem. hr.

Chem 208—Quantitative Chemistry Lecture for Chemistry Majors

Includes principles of quantitative chemistry, including equilibria, stoichiometry, kinetics, laws of solutions, gas laws, electrochemistry, isomerism and colloids. One semester, 2 lectures per week. Prerequisite: Chem 115, 117 or approval of the Chairman. 2 sem. hrs.

Chem 210—Quantitative Chemistry Laboratory for Chemistry Majors

Laboratory to accompany Ch. 208. Includes representative quantitative analysis experiments both gravimetric and volumetric, plus selected experiments in thermochemistry, electrochemistry, kinetics, surface chemistry and spectrophotometry. One semester, two 3-hour laboratories per week. 2 sem. hrs.

Chem 211—Inorganic Quantitative Analysis

Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations and gravimetric methods. One semester, 2 lectures per week. Prerequisite: Chem 111-114 or equivalent. 2 sem. hrs.

Chem 213—Inorganic Quantitative Analysis Laboratory

Basic techniques of quantitative analysis, including volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodimetry. One semester, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Chem 211. 2 sem. hrs.

Chem 303—Introduction to Organic and Biochemistry

A continuation of Chem 103. Sufficient treatment of organic Chemistry to understand classes of biologically important compounds. Principles and reactions in Biochemistry and nutrition are stressed. One semester, three lectures, one 4-hour lab per week. Prerequisite: Chem 103. 5 sem. hrs.

Chem 316—Organic Chemistry for Medical Technology Majors

An introduction to nomenclature, stereochemistry, structure and properties of different classes of organic compounds. Importance of organic compounds in daily life. One semester. Three lectures per week. Prerequisite: Chem 211-213. 3 sem. hrs.

Chem 326—Organic Chemistry Laboratory

Laboratory course for non-chemistry sciences majors to accompany Chem. 332. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One semester, two 3 hour laboratory periods per week. 2 sem. hrs.

Chem 327–328—Biochemistry Lecture

A detailed study of the chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. Two semesters. Three lectures per week. Ordinarily intended for pre-medical students, chemistry and biology majors. Prerequisites: Chem 331-332, 333-334 or 326. 3–3 sem hrs.

Chem 329–330—Biochemistry Laboratory

Selected experiments in conjunction with lecture material in Chem 327-328. Two semesters. One 3-hour laboratory period per week. 1–1 sem. hr.

Chem 331–332—Organic Chemistry Lecture

An intensive course in organic chemistry, covering structural theory, organic reaction mechanisms, stereochemistry, and type reaction of organic compounds. Two semesters, three lectures per week. Prerequisites: Chem 111-114, Chem 211-213 or approval of Chairman. 3–3 sem. hrs.

Chem 333–334—Organic Chemistry Laboratory

Laboratory course to accompany Chem 331-332. Introduction to laboratory techniques of organic chemistry: simple preparations, separations and identification of organic compounds. Two semesters, two 3-hour laboratory periods per week. Prerequisite: Credit or registration in Chem 331-332. 2-2 sem. hrs.

Chem 336–337—Physical Chemistry Lecture

A general survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, the laws of solutions, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, elementary wave mechanics, atomic and molecular spectra, elementary statistical mechanics. Two semesters, 3 lectures per week. Prerequisites: General Chemistry, Quantitative Analysis, one year of college Physics, at least one semester of Calculus. 3–3 sem. hrs.

Ch. 338–339—Physical Chemistry Laboratory

Laboratory to accompany Chem 336-337. Classical and modern techniques of physico-chemical measurement. Includes molecular weights of gases and dissolved substances, vapor pressure, surface tension, viscosity and refractometry of liquids, calorimetry, thermochemistry, electrochemistry, electrolytic conductance, chemical equilibrium, phase diagrams, chemical kinetics, surface chemistry, spectrophotometry. Prerequisites: Same as Chem 336-337. Two semesters, one 3-hour laboratory period per week. 1-1 sem. hrs.

Chem 340—Concise Physical Chemistry

An introductory course in physical chemistry emphasizing topics of special interest to biologists: thermodynamics, electrochemistry, transport properties of liquids, chemical kinetics, and colloidal dispersions. Methods of integral and differential calculus are extensively used to develop theoretically these classical physico-chemical topics. One semester, three lectures per week. Prerequisite: Chem 111 through Chem 213, Math 257-258. 3 sem. hrs.

Chem 342—Intermediate Analytical Chemistry Lecture

A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, co-precipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, and chromatography. One semester, 2 lectures per week. Prerequisite: Chem 211-213 or equivalent. 2 sem. hrs.

Chem 343—Intermediate Inorganic Chemistry Lecture

Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid base theories and non-aqueous solvents. One semester, 3 lectures per week. Prerequisite: Credit or registration in Chem 337. 3 sem. hrs.

Chem 344—Intermediate Analytical Chemistry Laboratory

Accompanies Chem 342. One semester, one 3-hour laboratory period per week. Prerequisite: Credit or registration in Chem 342. 1 sem. hr.

Chem 345—Synthetic Methods in Inorganic Chemistry

A laboratory course teaching theoretical principles as well as special laboratory techniques illustrated by carefully chosen syntheses of several types of compounds. One semester, one hour lecture, six hours laboratory per week. Prerequisites: Credit or registration in Chem 337. Non-chemistry majors who meet the prerequisites may take this course for 2 credits instead of 3, i.e., one 3-hour laboratory per week instead of two 3-hour laboratory periods per week. 2 or 3 sem. hrs.

Chem 347—Organic Qualitative Analysis

Review of properties of functional groups. Applications to separation of mixtures and identification of pure compounds. Application of quantitative and physical methods, such as infrared spectroscopy. One semester. One lecture and 6 hours laboratory per week. Prerequisite: Approval of the Chairman. 3 sem. hrs.

Chem 348—Practical Electronics

A lecture and laboratory study of the fundamentals of instrumentation based on the module approach of the Malmstadt-Emke laboratory station. Designed for students of Chemistry and Biology. This course may replace an advanced laboratory course with the approval of the Chairman. One lecture and a 4-hour laboratory period per week. 3 sem. hrs.

Chem 350—Chemical Literature

Designed to acquaint the Chemistry Major with the major reference works and journals of chemistry and how to use them efficiently. One semester, one lecture per week. 1 sem. hr.

Chem 371—Thesis Research

Honors Program students must register for 1–3 sem. hrs. credits for each semester starting with second semester sophomore year for a total of ten sem. hrs. Credit will be prorated on the basis of one sem. hr. credit for four hrs. devoted to research. Prerequisite: Approval of Chairman. 10 sem. hrs.

ADVANCED LECTURE COURSES

Each Chemistry Senior must choose two of these courses, except that one may be replaced with an upper division Physics or Mathematics course, with approval of the Departmental Chairman. All are one semester courses, two lectures per week, to be given in Fall or Spring depending on the Senior class. They fulfill ACS requirements for advanced lecture courses.

Chem 351—Advanced Physical Chemistry

2 sem. hrs.

Chem 355—Theoretical Organic Chemistry

2 sem. hrs.

Chem 357—Synthetic Organic Chemistry

2 sem. hrs.

Chem 359—Advanced Inorganic Chemistry

2 sem. hrs.

Chem 361—Advanced Analytical Chemistry

2 sem. hrs.

Chem 363—Advanced Biochemistry

2 sem. hrs.

Chem 365—Colloid Physical Chemistry

2 sem. hrs.

ADVANCED LABORATORY COURSES

Chemistry Seniors must elect two of these courses, except that those in the Honors Program must take Chem 371, Thesis Research, as one of them. Choices must be approved by the Department Chairman. The object of these courses is to train the student in research methods and techniques and develop the ability to work independently. They will usually involve finding and using selected methods in the original literature and doing some research.

Chem 352—Advanced Physical Chem Lab

2 sem. hrs.

Chem 356—Advanced Theoretical Organic Chem Lab

2 sem. hrs.

Chem 358—Advanced Synthetic Organic Chem Lab

2 sem. hrs.

Chem 360—Advanced Inorganic Chem Lab

2 sem. hrs.

Chem 362—Advanced Analytical Chem Lab

2 sem. hrs.

Chem 364—Advanced Biochemistry Chem Lab

2 sem. hrs.

Chem 366—Advanced Colloid Physical Chem Lab

2 sem. hrs.

Communications

Comm. 102—Introduction to Broadcasting

A survey study of broadcasting, including its historical development, methods of operation, economic structures, forms of programming, regulatory organizations, differences in national systems and predicted future developments. Required of all majors. 3 sem. hrs.

Comm. 103—Introduction to Film

An introduction to the appreciation of film as a medium of communication and as an art form through the study of film classics. Examination of the relationship of film to the other arts and to society. Required of all majors. 3 sem. hrs.

Comm. 110—Production Techniques I

A practical studio production course, including a weekly lecture/critique meeting, and two weekly studio laboratory sessions. Basic theoretical and practical knowledge of three message systems—television, motion pictures, and radio will be covered. Awareness of the processes of production in all three mediums will be emphasized. The course is team-taught by production specialists. Super 8mm film stock and processing cost must be paid for by the student. Required of all majors. 3 sem. hrs.

Comm. 112—Production Techniques II

A continuation of Comm. 110. Emphasis will be on student written, produced, and directed material. Use of 16mm equipment will be covered. This course is also team-taught. Purchase of film stock must be made by the student. Prerequisite: Comm. 110. Required of all majors. 3 sem. hrs.

Comm. 201—Communications Theory

The works of major theorists will be examined and current trends in media thinking will be investigated. Studies are directed toward establishing a solid theoretical background for considering the alternative futures of the media. 3 sem. hrs.

Comm. 202—Media and Society

A study is made of the sociological impact of mass media, the effect of media on culture groups, the influence of media on social values and on the individual decision making process, and the peer group effect of media. 3 sem. hrs.

Comm. 204—Creative Project

This course may be taken during either semester of the student's sophomore year, or may be carried throughout the year. This is an individual work project. The student selects a production project in any media and works with an advisor until completion and acceptance of the project. Required of all majors. 3 sem. hrs.

Comm. 312—TV Production Workshop

In this intermediate level production course, a series of short productions will be recorded for broadcast on the campus television system, WLDC-TV. Original scripts will be produced when possible. Emphasis is on teamwork, planning, production skills and coordination in studio work. This course may be repeated. Prerequisite: consent of instructor. 1-3 sem. hrs.

Comm. 313—Scenic and Graphic Art

A study of the various types of TV scenery and set design and of the types and uses of graphic art as a part of a visual presentation. Practical work is offered in the studio and workshop. 3 sem. hrs.

Comm. 314—Directing for Television

A study of television producing and directing techniques, including duties of the director and related personnel, program analysis, staging for the camera, camera cutting and picture composition, rehearsal techniques, control room practices, uses of special effects, and directorial styles. Prerequisite: consent of instructor. 3 sem. hrs.

Comm. 315—The Director as Creative Artist

The emphasis in this advanced TV directing course is on the aesthetic and artistic aspects of television production. The director is asked to apply creative talent and artistic judgment to his production and directing skills, resulting in professional quality shows. Prerequisite: consent of instructor. 3 sem. hrs.

Comm. 316—Television Internship

The student is assigned to studio work in one of the professional television stations in New Orleans. The student will report regularly to an advisor, who will evaluate the student's work. 1-3 sem. hrs.

Comm. 321—Writing for TV and Radio News

This is a basic course in news writing for radio and television. Students will write extensively, employing techniques appropriate to these media. Course work will include practical assignments with WLDC-TV and the Radio News Bureau. 3 sem. hrs.

Comm. 322—Studies in Broadcast News

This course is a continuation of Comm. 321, but emphasizes responsible judgment in news selection, editing and over-all presentation. Case studies will be made of news coverage of important events. Documentary and editorial presentations will be examined. Related laws and journalistic ethics will be studied. 3 sem. hrs.

Comm. 324—Internship in TV and Radio News

The student is assigned to work with the news department of a television or radio station in New Orleans or with the campus WLDC News Bureau. A faculty advisor will evaluate the student's work. Prerequisite: Written consent of instructor. 1-3 sem. hrs.

Comm. 330—Film Making I

A practical course in conceptualization, pre-production planning, cinematography, editing 16mm silent and sound films in either color or black and white. Students wishing to continue film making with Comm. 331 must develop a film proposal and submit a written treatment before the conclusion of this course. Purchase of film stock must be made by the student. Prerequisite: Comm. 110 and 112, and written consent of instructor. 3 sem. hrs.

Comm. 331—Film Making II

A student whose project proposal has received acceptance in advance, will undertake the production of his film in this course with close faculty assistance, advice, and supervision. Purchase of film stock must be made by the student. Prerequisite: Comm. 330 and consent of instructor. 3 sem. hrs.

Comm. 334—Film Directors

An examination of the works of selected major film directors, their individual styles, approaches to themes, and other significant film characteristics. The selection of directors varies with each offering of this course. The course may be repeated. Weekly film viewing. 3 sem. hrs.

Comm. 335—Film Genres

A study of various types of films as they have evolved in the history of cinema. Each semester a specific genre is explored such as Western, Crime-film, Musical, Horror, etc. This course may be repeated. Weekly film viewing. 3 sem. hrs.

Comm. 336—Film History

A survey of the major periods in the development of international cinema as an art form, and as a medium of entertainment, education, and mass communication. Weekly film viewing. 3 sem. hrs.

Comm. 337—Film Criticism

Critical analysis of the criteria and issues necessary for the interpretation of various types of films. Examination of the writings and reviews of film critics, and the viewing of selected films. Weekly film viewing. 3 sem. hrs.

Comm. 338—Film Theory

A study of the writings of major film theorticians and the close examination of selected films in order to assess the relationship between theory and practice and speculation about future developments in film. Weekly film viewing. 3 sem. hrs.

Comm. 340—Script Writing I

A course in writing for film, television and radio. Script formats, visual and aural development, character development, pacing, and action included as part of the writers craft. Prerequisite: Consent of instructor. 3 sem. hrs.

Comm. 342—Script Writing II

The student will be required to write several scripts with close faculty assistance,

advice and supervision. The final script will consist of a screen play, documentary script, or television pilot and plot lines for 13 episodes. Prerequisite: Comm. 340 and consent of instructor. 3 sem. hrs.

Comm. 344—Commercial Copywriting

A study of the elements involved in writing commercial copy, including concept, visualization, style and sponsor image. Script forms, uses of audio and visual effects, and timing will be examined. Practice will be offered in researching the product, working up the commercial idea, and writing scripts. Commercials and public service announcements will be written and produced for the WLDC broadcasting services. 3 sem. hrs.

Comm. 350—Teaching with Media

Students compile a handbook of content, resources, and media utilization applications. Theory is converted into practice as students specify behaviorally stated instructional objectives then utilize electronic, optical, and photo chemical devices to facilitate the attainment of these objectives by their colleagues who are also taking the course with them. Analysis and evaluation of student effectiveness in achieving objectives receives emphasis. The student's ability to demonstrate ways to improve the instruction-learner relationship, by exploiting the properties of media to its fullest advantage, also receives emphasis. 3 sem. hrs.

Comm. 352—Preparing Instructional Materials

Emphasis in the course is on how to prepare inexpensive but very helpful instructional materials for use in the classroom. Ideas will be examined for implementing an instructional plan of teaching in classroom situations where equipment is minimal. 3 sem. hrs.

Comm. 353—ITV (Instructional Television) As a Teaching-Learning Tool

Students analyze and evaluate video tape as a vehicle for delivering the learner to the learning experience. Suggestions for using video tape in all fields of learning are researched and compiled. Design and production of Instructional Television units shares equal time with student-conducted ITV workshops for New Orleans professionals whose day to day work involves making changes in the knowledge, attitudes, and psychomotor skills of others. 3 sem. hrs.

Comm. 354—Analysis of the Role of Media in Education

Students conduct research on all aspects of Educational Communications and Instructional Technology. These research areas are: research and theory on educational media, design of educational media, production and location of educational media, evaluation and selection of educational media, organization and supply of educational media, and utilization and dissemination of utilization information on educational media. Students analyze and evaluate the ramifications of using technology in education to aid in solving some of the problems of social change; at the same time, students make judgments anticipating the changes which will of necessity have to come about as a result of the new problems to which each technological solution might give rise. Concentration of the course focuses on the philosophical and psychological concerns of education as the means to forming the bridge to an Instructional Technology in which the Behavioral Sciences provide the underlying foundation and essential nourishment. 3 sem. hrs.

Comm. 355—The Function of Public Broadcasting

A survey of the development of public broadcasting and a study of its potential. The educational role of this form of broadcasting will be studied and its programming of informative and cultural offerings to the mass audience will be examined. 3 sem. hrs.

Comm. 362—Voice and Phonetics

A course combining linguistic study of, and practice in, vocal performance for

radio, television and film. Attention is given to the anatomical, physiogenic, psychogenic, and imitative aspects of proper voice development, in conjunction with individualized vocal exercises. Problems in overcoming regional and cultural accents will be explored. 3 sem. hrs.

Comm. 363—Radio Production

A basic radio production course, including studio work in all aspects of audio techniques for commercials, drama, documentary and musical production. Participation on WLDC radio will be offered. 3 sem. hrs.

Comm. 364—Radio Internship

Advanced practical work on WLDC Radio or on any other radio station in New Orleans. The students work will be evaluated by an advisor. The internship may be repeated and may be taken for 1-3 sem. hrs. 1-3 sem. hrs.

Comm. 370—The On-Camera Performer

This course introduces the student to the problems, challenges and opportunities of the performer. No previous drama training is required. Students are given many short assignments for performing before the television cameras, these are recorded on video tape and the tapes are played back and critiqued. The student develops personal expressive abilities useful in all aspects of life. 3 sem. hrs.

Comm. 372—Acting for TV and Film

This course follows Comm. 370, but specializes in dramatic performance for TV and film. Full production will be recorded, using original scripts when available, for broadcast on WLDC-TV. 3 sem. hrs.

Comm. 381—Broadcast Sales

A study of broadcast advertising and sales techniques, methods and skills, including development of sales presentations. Students will practice interpreting availability sheets, making client contracts, offering sales proposals, explaining contract provisions and discount plans, and concluding the sale with provisions for billing. Practical assignments will be given in selling time for the WLDC broadcasting services. 3 sem. hrs.

Comm. 382—Broadcast Law

Laws and regulations dealing with all aspects of broadcasting will be examined. Landmark FCC decisions will be studied and court cases resulting in precedent-setting guidelines for purchasing, licensing and operating broadcast properties will be studied. 3 sem. hrs.

Comm. 383—Broadcast Promotion and Public Relations

Analysis of the procedures and practices of station promotion departments and of how they attempt to secure public interest and goodwill toward the programming of the station. Projects will be assigned involving work to promote WLDC broadcasting services and to aid its sales staff in the exact manner of a professional situation. 3 sem. hrs.

Comm. 384—Broadcast Programming

A study of programming objectives, audience surveys, analysis methods, show selection and approval, film buying, and preparation of station programming schedules. Projects will be assigned in analysis of programming techniques of selected stations. 3 sem. hrs.

Comm. 385—Broadcast Management

An examination of policy, objectives, procedures, personnel, budgets, and principles involved in the management functions of a broadcast station. Individual stations around the country will be studied as projects. Case studies will be made of certain decision-making situations in broadcast management. 3 sem. hrs.

Comm. 386—Sales and Management Internship

Students are assigned to practical work in sales as assistants and internees to commercial TV and radio stations in New Orleans and to the WLDC broadcasting station. Their work will be evaluated by an advisor. This internship may be repeated and may be taken for 1-3 sem. hrs. 1-3 sem. hrs.

Comm. 391—Man and Media

A study of the constantly evolving relationship between the media of mass communication and mankind, the effects of each on the other, man's developing dependence on media-imposed reality and cultural changes resulting from modern communications. 3 sem. hrs.

Comm. 392—Current Trends

Each offering of the course will change, since the content of the course is based on current issues and developments within the media. This course may be repeated. 3 sem. hrs.

Comm. 393—Persuasion and Propaganda

This course deals with the uses of mass media forms in deliberate efforts to influence, persuade and motivate the audience. Studies will be made of practices in brainwashing and mind control, of some of the futuristic techniques of human engineering, and of contemporary advertising as exemplified in successful ad campaigns. 3 sem. hrs.

Comm. 394—Media Studies

This is an open-ended reading course dealing in diverse areas of media and media developments. Specific media forms may be isolated and studied as functions that are soon to be significant or unusual in contemporary life. 3 sem. hrs.

Comm. 395—Historical Studies

An in-depth examination is made of the historical development of the various forms of mass communication, of the important persons involved, and of significant social responses in media history. 3 sem. hrs.

Comm. 396—International Media System

The various national systems of broadcasting and film are examined and compared. Examples of national systems and their content to be studied would be those of England, Germany, France, Sweden, Russia, Japan, China, Mexico and Brazil. 3 sem. hrs.

Comm. 397—Special Projects

The student presents a written proposal to the Communications faculty for independent work on a project at least six weeks before registration. If the proposal is accepted, a faculty advisor is assigned to counsel the student, give advice and evaluate the work. Special projects may take any form which promises meaningful achievement and which is relevant to departmental scholastic objectives. 3 sem. hrs.

Computer Science

CompSci 101—Fortran Programming

Writing and debugging computer programs in the FORTRAN language in a self-paced format. 3 sem. hrs.

CompSci 102—Cobol Programming

Writing and debugging computer programs in the COBOL language in a self-paced format. Prerequisite: 101 or approval of Instructor. 3 sem. hrs.

CompSci 111–112——Man and Machine

This course will include the rationale for and history of data processing, social impact and implications, machine architecture and logic, man-machine communications, artificial intelligence, and future possibilities. 3-3 sem. hrs.

CompSci 201—Systems Analysis

Analysis of application systems. Recognition of information and data processing needs, cost and implications. Information flow and control within systems. Human-machine interaction. Complete utilization of system resources. Prerequisite: CompSci 101 or 102. Three hour lecture per week. 3 sem. hrs.

CompSci 202—Hardware Programming Concepts

Assembly language coding discussed in detail for the CDC 3300. The design and implementation of assembler language programs. Introduction to system architecture. Prerequisite: CompSci 201. 3 sem. hrs.

CompSci 224—Programming Techniques for Statistical Problems

Concepts and their computational implementation via student programs and use of scientific subroutines. Problems from descriptive statistics, measures of variation and central tendency, frequency distribution, testing of hypotheses, regression, correlation, analysis of variance and error analysis. Prerequisite: CompSci 101. Three hour lecture per week. 3 sem. hrs.

CompSci 226—Programming Techniques for Numerical Problems

Concepts and computational implementation via student FORTRAN language programs and use of scientific subroutines. Truncation and rounding error, memory requirements and computation time considerations applied to evaluation of functions, quadrature, solution of equations, matrix operations, curve fittings and the stability of iterative computations. Prerequisite: CompSci 101. Three hour lecture per week. 3 sem. hrs.

CompSci 283—Computer Operator Familiarization

Operation of an electronic computer in batch mode under control of an operating system. Prerequisite: Departmental approval. 1 sem. hr.

CompSci 295–296—Programming Laboratory

Supervised writing and debugging of computer programs. Prerequisite: CompSci 101 or 102 and departmental approval. 2-2 sem. hrs.

CompSci 301—Computer Software—Translator Programs

Analysis of the structure and design of programs which process programs, assemblers, interpreters, compilers, loaders. Syntatic, symbolic, and manipulative functions of formal languages. Prerequisite: CompSci 202. 3 sem. hrs.

CompSci 302—Computer Software—Operating Systems

Analysis of the structure and design of operating systems. Time sharing, real time systems, multiprogramming, remote data acquisition, interactive programs. Prerequisite: CompSci 301. 3 sem. hrs.

CompSci 311—Operations Research

Model building and operation research analysis for managerial decisions. Inventory control. Queuing theory, economic analysis, CPM, PERT and general modeling techniques. Prerequisite: CompSci 224. Three hour lecture per week. 3 sem. hrs.

CompSci 312—Linear Programming

Linear programming as a problem solving tool. Transportation problem, simplex method. Existing LP programs utilized to solve problems in various fields. An introduction to integer and dynamic programming. Prerequisite: CompSci 201. Three hour lecture per week. 3 sem. hrs.

CompSci 381—Teaching Fortran Programming

Supervised teaching of the FORTRAN programming language in a self-paced format. 1 sem. hr.

NOTE: Required of all students majoring in Computer Science.

CompSci 382—Teaching Cobol Programming

Supervised teaching of the COBOL programming language in a self-paced format. 1 sem. hr.

NOTE: Required of all students majoring in Computer Science.

CompSci 395–396—Independent Research

Research and topics such as simulations, artificial intelligence, theory automata, etc. Prerequisite: Permission of the Department Chairman. 1-3 sem. hrs.

CompSci 411—Simulation

Simulation as a problem solving technique. Requirements, techniques, and simulation languages discussed. Each student will design, program, and test a simulation model as part of the course. Prerequisite. CompSci 224. 3 sem. hr.s

CompSci 413—Emulation

The design of software systems that allow one computer to emulate the operations of another computer. An emulator will be designed and programmed as part of this course. Prerequisite: CompSci 202. 3 sem. hrs.

CompSci 421—Systems Design

The techniques of designing application software systems. Student groups will design actual software systems and present their designs to the university for approval. Prerequisite: CompSci 201. 3 sem. hrs.

CompSci 422—System Implementation

The techniques of programming and implementing application software systems. Student groups will program and implement systems designed in CompSci 421. Prerequisite: CompSci 421 and instructor approval. 3 sem. hrs.

CompSci 432—Management Information Systems

The design and implementation of management information system. Recognition of information need, cost, and implication. Data base requirement, both hardware and software. Generalized report generation. Summary reporting to various levels of management. Prerequisite: CompSci 201. Three hour lecture per week. 3 sem. hrs.

CompSci 471–472—Seminar

Topics of current interest in a computer science area prepared and presented by the students with an open discussion following the presentation. One hour lecture per week. 1 sem. hr.

NOTE: CompSci 471-472 are required of all students with a major in Computer Science.

CompSci 495–496—Senior Research

1-3 sem. hrs.

Criminal Justice

(All Criminal Justice courses are offered in City College)

CrimJust 204—Introduction to Corrections (CC)

The functional position of American corrections in the criminal justice system, and court and institutional administration are covered. Selected correctional

techniques and their empirical assessments are discussed. The history of corrections is considered as a societal response to deviance. Emphasis is given to the functioning of corrections as part of the criminal justice system. 3 sem. hrs.

CrimJust 221—Introduction to Law Enforcement (LE)

Introduction to the philosophical and historical background of law enforcement. The principles of organization and administration for law enforcement, functions and specific activities; planning and research; public relations, personnel and training, inspection and control; direction; policy formation. Special emphasis will be given to the functioning of law enforcement and public safety as part of the criminal justice system. 3 sem. hrs.

CrimJust 230—Introduction to Criminal Justice Systems I (CC)

3 sem. hrs.

CrimJust 231—Introduction to Criminal Justice Systems II (CC)

3 sem. hrs.

CrimJust 232—Fundamentals of Criminology (CC)

Criminology will be explored in terms of a survey of basic topics and problems related to the discipline, such as the nature of crime in America, criminal statistics, and selected criminological theories. This is an introduction to the systematic (i.e., scholarly and scientific) study of crime, criminals, criminal behavior, and the criminal justice system. Special emphasis will be given to an understanding of the functioning of criminology as part of the criminal justice system. 3 sem. hrs.

CrimJust 250–251—Criminalistics I & II

A survey of investigative techniques and the analysis of physical evidence. Designed to provide an introduction to evidence collection and analysis, this course should not be taken by professional lab technicians or criminalists. Consideration is given to the functioning of criminalistics as part of a criminal justice system. 3 sem. hrs.

CrimJust 301—Elements of Police Supervision (LE)

Supervisory methods and problems within the law enforcement organization and the implication of principles of human relations to effective performance; problems of policy and procedure; field supervisory problems; instructional and disciplinary methods; motivation; leadership; planning; supervisory reporting; performance evaluation. 3 sem. hrs.

CrimJust 305–306—Police Administration I & II (LE)

A behavioral and creative approach to the study of law enforcement administration. Individual and group studies in the dynamics of law enforcement and administration. Social and psychological aspects of organization and management. Policy formulation and decision making in management from a human relations and organizational point of view. Electronic data processing in law enforcement. 3 sem. hrs.

CrimJust 307—Police Community Relations (LE)

Examination of factors contributing to friction or cooperation between law enforcement personnel and the community, with emphasis on minority groups, political pressures and cultural problems. Community organization and social responsibility of law enforcement. 3 sem. hrs.

CrimJust 309—Criminal Procedure I (L)

The study of the formal process whereby the government seeks to convict and punish a person for a criminal offense. Special emphasis will be placed on appellate review in criminal cases, and U.S. Supreme Court decisions governing the law of search and seizure, interrogations, and confessions, the use of informers and entrapment, pre-trial procedures, and the various doctrines applying the

Fourteenth Amendment to the States. Special emphasis will be given to an under standing of the functioning of criminal procedure as part of the criminal justice system. 3 sem. hrs.

CrimJust 311—Criminal Procedure II (L)

A continuation of criminal procedure with a special emphasis on the trial and the constitutional rights of the defendant, judgment, sentencing, and the treatment of offenders, and post-conviction remedies such as appeals, habeas corpus, and collateral attacks will be examined. Prerequisite: CrimJust 309. 3 sem. hrs.

CrimJust 313—Criminal Evidence I (L)

The rules of evidence during a criminal trial will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule. Special attention will be given to the evidence required in specific offenses such as murder, rape, larceny, burglary, etc. 3 sem. hrs.

CrimJust 314—Criminal Evidence II (L))

The rules of evidence during a criminal trial will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule. Special attention will be given to the evidence required in specific offenses such as murder, rape, larceny, burglary, etc. Prerequisite: CrimJust 313. 3 sem. hrs.

CrimJust 315—Criminal Law I (L)

Substantive criminal law defines the specific offenses and covers general principles of liability to punishment and specific defenses to criminal behavior. It includes classification of crimes, sources of criminal law, theories of punishment, corpus delicti, and the basic elements of crime. Special emphasis will be placed on the law of homicide, theft offenses, and limitations on criminal prosecution such as ex post facto law, collateral estoppel, and former jeopardy. 3 sem. hrs.

CrimJust 316—Criminal Law II (L)

A continuation of criminal law covering parties to crimes, preliminary crimes, crimes against society, with a special emphasis on defenses and privileges to liability such as insanity, self-defense, and mistakes of fact and law. Specific offenses such as arson, rape, kidnapping, perjury, and burglary will be examined. Prerequisite: CrimJust 315. 3 sem. hrs.

CrimJust 317—Juvenile Delinquency (CC)

Official delinquency and unofficial delinquent behavior are distinguished by analyzing the process of societal reaction. The application of theories of juvenile delinquency will be critically examined by reviewing action programs that have focused on either prevention or treatment. Finally, various aspects of juvenile justice, particularly as they relate to labeling, will be considered along with recent Supreme Court decisions concerning the procedure rights of juveniles. 3 sem. hrs.

CrimJust 318—Recent Supreme Court Decisions in Criminal Cases (L)

3 sem. hrs.

CrimJust 322—Police in the Political System (LE)

This is an examination of the dilemma of the democratic policeman. Traditional concepts of democracy, authority and political power are examined in depth. The influence and operation of state and local government upon the police system are studied with emphasis on the concept of civil service and the merit system. The civil rights of the police and the public as well as the concept of civil disobedience are given extensive treatment. 3 sem. hrs.

CrimJust 333—Research Methods in Criminology (CC)

Data collection, reduction, and analysis are covered for the major forms of research used in the behavioral and social sciences. The experimental analysis, control group designs, and survey research are given equal weight. Tests and measurements, and computer applications are mentioned. 3 sem. hrs.

CrimJust 347—Theories of Criminal Behavior (CC)

The major historical and sociological, psychological, and psychiatric theories concerning criminality are covered in detail. A critical analysis of the major empirical tests of the theories receives equal attention. 3 sem. hrs.

CrimJust 360—Probation and Parole (CC)

Basic definitions, policy planning, staffing, presentence investigations, prerelease procedures, use of community resources, and evaluation of current activities. 3 sem. hrs.

CrimJust 365—Correctional Institutions (CC)

The structure, organization, and management of the major adult and juvenile correctional facilities, (court, probation, parole, and institutions) are discussed. The empirical foundations of modern management principles applicable to correctional facilities are assessed. While the focus is on public agencies, the aspects of private correctional concerns are considered 3 sem. hrs.

CrimJust 370—Treatment Methods in Correctional Intervention (CC)

A survey of the rehabilitative practices currently in use in community and institutional corrections. Theory, application, and empirical foundations are critically analyzed. 2 sem. hrs.

CrimJust 378—Seminar in Constitutional Law (L)

Basic constitutional law, and in depth analysis of Supreme Court decisions decided during recent terms of Court with a special emphasis on trends in constitutional law and criminal procedure. 3 sem. hrs.

CrimJust 380—Practicum in Corrections (CC)

Supervised instruction in a correctional agency, such as a state department of corrections, through close cooperation between faculty members, agency authorities, and the students. Not available to students outside the correctional specialty. Preregistration academic advising with a member of the criminal justice faculty and CC form 100 are required. Prerequisite: 3 correctional courses. 3 sem. hrs.

CrimJust 381—Juvenile Justice Process (CC)

An examination of the major decisions made about the juvenile from initial contact by the police or other agency through termination of legal control over his conduct. Constitutional limitations on the power of the juvenile justice process as a result of recent Supreme Court decisions, case law developments, and statutory changes will be critically reviewed. 3 sem. hrs.

CrimJust 384—Police Behavior (LE)

3 sem. hrs.

CrimJust 385—Research and Planning in Law Enforcement (LE)

3 sem. hrs.

CrimJust 390—Independent Study in Law Enforcement (LE)

Research in a specialized topic selected by the student and instructor culminating in a paper suitable, at least in form, for publication in a law enforcement journal. Not available to students outside the law enforcement specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 law enforcement courses. 3 sem. hrs.

CrimJust 391—Honors Thesis in Law Enforcement (LE)

3 sem. hrs.

CrimJust 392—Independent Study in Corrections (CC)

Research in a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a correctional journal. Not available to students outside the corrections specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 corrections courses. 3 sem. hrs.

CrimJust 393—Independent Study in Criminology (CC)

Research on a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a criminological journal. Not available to students outside the criminology specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 criminology courses. 3 sem. hrs.

CrimJust 394—Honors Thesis in Criminology (CC)

3 sem. hrs.

CrimJust 395—Honors Thesis in Corrections (CC)

3 sem. hrs.

CrimJust 396—Independent Study in Law (L)

Research on a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a law journal. Not available to students outside the criminal law specialty. Preregistration advising by a member of the criminal justice faculty and CC form 100 are required. Prerequisite: 3 courses in law. 3 sem. hrs.

CrimJust 397—Honors Thesis in Law (L)

3 sem. hrs.

CrimJust 400—Police and Society (LE)

An innovative course that speaks to the problem of practical applications of Theology, Philosophy, Psychology, Sociology, and Communications to the life and work of the policeman. 3 sem. hrs.

Dental Hygiene

DenHy 102—Dental Orientation

A survey of the practice of dentistry. 1 sem. hr.

DenHy 201—Oral and Dental Anatomy and Physiology

The study of the structural formation of the permanent and primary teeth. Emphasis is placed on the anatomy of the teeth as it relates to the practice of dentistry and dental hygiene. The anatomy and physiology of the head and neck are included.

4 sem. hrs.

DenHy 202—Dental Materials and Dental Assisting

A lecture-demonstration course designed specifically to introduce the materials used in dentistry. Emphasis is placed on those materials used in the expanded duties of the hygienist. The role of the hygienist as an intricate member of the dental health team is stressed. 2 sem. hrs.

DenHy 204—Radiology

Technical aspect of the contemporary intra oral type of x-ray, cephalometric, extra oral, as well as the panorex type. 1 sem. hr.

DenHy 206—Dental Health Education

Principles of dental health education in individual and group situations incorporating the effective use of audio-visual aids. Principles of research methodology are included. 2 sem. hrs.

DenHy 209—Medical Emergencies

The common medical emergencies that may occur in the dental office. Cardiac pulmonary resuscitation is stressed. Various methods of administering drugs are demonstrated. 1 sem. hr.

DenHy 212—General and Oral Pathology

Students learn to distinguish anatomical deviations from normal with regard to the oral cavity and associated structures. In addition, consideration is given to the causes and effects of diseases. The role of the dental hygienist in disease prevention is emphasized. Subject matter includes developmental disturbances, inflammatory conditions, retrograde conditions and neoplasms. 4 sem. hrs.

DenHy 211-213—Pre-clinical Dental Hygiene Lecture and Lab

A survey of the practice of dental hygiene with principles and practice of proper instrumentation. Experience is gained by practice on manikins and fellow students. 2–2 sem. hrs.

DenHy 214—Clinical Practice I

Actual practice of the most basic dental hygiene procedures. 1 sem. hr.

DenHy 301—Nutrition and Dietetics

The principles of nutrition in relationship to good health with special emphasis on dental implications. The food needs of normal individuals of different ages and the selection of food for the maintenance of maximum health are stressed. Experiences in diet analysis and diet counselling for various types of dental patients included. 2 sem. hrs.

DenHy 303—Periodontology

Study of the diseases of the gingival and periodontal tissues, their preservation and cures. 1 sem. hr.

DenHy 305—Pedodontology

The intent of this course is to prepare the hygienist to have a positive approach to the child patient and to be exposed to situations which can be expected in private practice. Special emphasis is placed on the technique and interpretation of dental radiology as pertains to the child; dental caries and its control in the pedodontic patient; behavior management of the child and parent; development of occlusion; preventive orthodontics; and traumatic injuries to the child. 1 sem. hr.

DenHy 307—Community and Preventive Dentistry

Theories of preventive dentistry, medicine and public health with special emphasis on methods which promote better dental health through school and community services. 1 sem. hr.

DenHy 308—Practice Management

Included are practice management, ethics, economics, jurisprudence, and State Dental Laws as they affect the practice of the dental hygienist. 2 sem. hrs.

DenHy 311—Pharmacology

Lectures on the sources of drugs, methods of administration, classification, dosage and therapeutic application. Orientation in pharmacology as it affects the clinical practice of dental hygiene and dentistry. 2 sem. hrs.

DenHy 315–316—Advanced Dental Hygiene

An analysis and comprehensive study of the advances in Dental Hygiene. Projects will be assigned involving the expanded duties in preventive dentistry and advanced dental health research. 1-1 sem. hrs.

DenHy 331-332—Clinical Practice

The actual practice of the dental prophylaxis, exposing and processing x-rays, fluoride applications, dental health education, charting the mouth, and various other duties of the dental hygienist. Clinic training is under direct and close supervision and provides individual instruction. Clinic practice is obtained at Loyola University, at Veterans Administration Hospital, Crippled Children's Hospital, and the Cerebral Palsy Center. 4-4 sem. hrs.

DenHy 333–334—Directed Dental Hygiene Teaching

A seminar on conceptual course development, teaching techniques and methods of evaluation. In addition to the didactic portion of the course, the students are given experience in practice teaching. 6 sem. hrs.

DenHy 401–402—Individual Studies in Dental Hygiene

Advanced studies in any relevant area of dental hygiene. 3-3 sem. hrs.

Drama and Speech

DramSp 101–102—Fundamentals of Speech

Study of the factors governing good speech content and delivery; an introduction to speech behavior in human interaction. 3-3 sem. hrs.

DramSp 103–104—Principles of Production

Introduction to the principles of theatre production: scenery, lighting, properties, makeup, and other elements of the performance situation. 3-3 sem. hrs.

DramSp 195–196—Colloquium

1-1 sem. hr.

DramSp 203—Actor's Voice

Theory and practice of speaking for the stage. 2 sem. hrs.

DramSp 204—Argumentation and Debate

Inductive and deductive reasoning as bases of argumentative speaking. Evaluation of evidence. Students will prepare and present classroom debates. 3 sem. hrs.

DramSp 205—Collegiate Debating

Seminar for students preparing for tournament debating. 2 sem. hrs.

DramSp 209–210—Oral Interpretation of Literature

A study of the techniques of oral presentation of poetry, drama; practice in delivery of selected types of literature; exercises for the development of tone, melody, timing, and emphasis. 3-3 sem. hrs.

DramSp 214—Body Movement for the Theatre

Foundation course for the basic forms of narrative and lyric movements; fundamentals of mime and pantomine. 3 sem. hrs.

DramSp 215—Mime and Pantomine

Through physical exercises, elements of the human body in movement are isolated, studied and reconstructed according to technical and artistic principles, for theatrical presentation. 3 sem. hrs.

DramSp 223–230—Theatre Workshop

Discussion and exploration of contemporary theatrical expression, e.g., Story Theatre, Theatre of Ritual, Rock Opera, theatre games. Emphasis on process.
8 sem. hrs.

DramSp 261–262—History of the Theatre (Tulane 461–462)

Survey of theatrical art in relation to social, political and economic backgrounds.
3-3 sem. hrs.

DramSp 271–272—History of the Drama (Tulane 471–472)

Development of dramatic forms from the Greeks to the present. 3-3 sem. hrs.

DramSp 295–296—Colloquium

1-1 sem. hr.

DramSp 303–310—Play Production

An intensive six week course in which the class meets five nights each week from 7:30 to 10:10. All class work involves the production of one full-length play. Assignments will include work on makeup, costuming, lighting, acting, directing, set design and construction, and other facets of theatre production. Students may elect to work on the first or second major production of the Fall or Spring semester.
8 sem. hrs.

DramSp 311—The Actor's Art

Leading theories and basic techniques of acting. One of the final assignments will be the taping of a dramatic reading for testing achievement in diction interpretation. 3 sem. hrs.

DramSp 325—Lighting for the Theatre

A theoretical and practical course in the principles and practices of stage lighting for the theatre, television, and allied media. 3 sem. hrs.

DramSp 328—Beginning Set Design

A practical course in the methods and materials of stage design. 3 sem. hrs.

DramSp 329—Advanced Set Design

Special problems in designing for the theatre. Students are expected to supply renderings and plans for the productions of the department. Prerequisite: D.S. 328 or instructor's permission. 3 sem. hrs.

DramSp 330–331—Advanced Technical Theatre

A detailed analysis of equipment and procedures in the execution of plans for the scenery, lighting and costuming of theatre presentations. Assignments will be released to the yearly productions of the department. Prerequisite: D.S. 103–104 or instructor's permission. 3-3 sem. hrs.

DramSp 340–341—Principles of Playwriting

Analysis of linear and non-linear plays for an appreciation of principles operative in both. The student is expected to complete at least one one-act play or the first draft of a full-length each semester. 2-2 sem. hrs.

DramSp 379–380—Theatre Management

Theory and practice of budget, advertising, ticket and box office operations.
2-2 sem. hrs.

DramSp 384—The Theatre of Pilgrimage

A study of plays from Shakespeare to Ionesco that use the metaphor of journey or pilgrimage to probe the meaning of man. The theme of pilgrimage will be studied in the light of the theology of hope. The Greek Theatre will enter into the study to provide contrast, and the medieval theatre to show beginnings. 3 sem. hrs.

DramSp 386— The Cinema of Pilgrimage

A study of films from all over the world (including plays adapted for film) that show man in pilgrimage, man in his search for meaning both within himself and within the mobile forces of society. Whether or not that search for meaning is open-ended will be of major concern. 3 sem. hrs.

DramSp 395–396—Colloquium

1–1 sem. hr.

DramSp 412—The Director's Art

Leading theories and techniques of stage directing. Prerequisite: DramSp 311.
3 sem. hrs.

DramSp 420—Techniques of Psychodrama

Practice in the techniques of role playing, sociometry, and role theory as devised by Dr. J. L. Moreno for spontaneous drama arising from problems within the group.
3 sem. hrs.

DramSp 421—Advanced Psychodrama

Extended application of the psychodramatic techniques devised by Dr. J. L. Moreno with emphasis on spontaneous theatre within an advanced controlled group. Prerequisite: D.S. 398 or instructor's permission. 3 sem. hrs.

DramSp 431—Summer Stock Play Production

All work in class involves the production of a full-length play during summer school. Assignments are available in every phase of production. 2 sem. hrs.

*DramSp 436—Theory of Child Drama

Members of this class will be taught techniques of theatre games, developed and made famous by Viola Spolin, and techniques of spontaneous theatre. 3 sem. hrs.

**DramSp 437—Workshop of Child Drama

Work with children using techniques based on Spolin's theories of theatre games and techniques of spontaneous theatre. 3 sem. hrs.

DramSp 470–471—Special Problems in Theatre

Aesthetic problems related to the production of particular dramatic works. Involves independent studies; the attendance of rehearsals and performances of producing organizations in New Orleans, and special assignments. 3-3 sem. hrs.

DramSp 495–496—Colloquium

1-1 sem. hr.

*Graduate students in Education may enroll for this course as Graduate Educ. 436.
**Graduate students in Education may enroll for this course as Graduate Educ. 437.

Economics

I. ECONOMIC THEORY, ECONOMIC PROBLEMS, ECONOMIC POLICIES

Eco. 201—Principles of Economics

This course and its companion (Eco. 202) provide the gateway to all advanced courses in economics. Macroeconomics: the emphasis is on the level of economic activity. A survey of the roles of business, government, labor, and the consumer in the economy; the principles of national income accounting; income and employment theory; monetary institutions and theory; cyclical fluctuations; monetary and fiscal policy; and international trade. Fall and Spring Semesters. 3 sem. hrs.

Eco. 202—Principles of Economics

Microeconomics: the emphasis is on the composition of economic activity. Elementary theory of pricing and distribution of income under the alternative market situations of competition, monopoly, oligopoly, monopolistic competition. Also included are labor unions and their impacts and the problems of poverty. Fall and Spring Semesters. 3 sem. hrs.

Eco. 308—Public Finance (Formerly Finance 308)

Principles, policies, and problems of public expenditure. Public borrowing, debts, and financial administration. Special attention is given to present-day problems. Prerequisite: Fn. 310. 3 sem. hrs.

Eco. 310–311—Economic Statistics (formerly Eco. 210–211)

Collection, analysis, and presentation of statistical data; principles of sampling; measures of reliability for testing and estimation problems; index numbers; time series analysis; business barometers and forecasting; probability theory; the use of normal curve, t-distribution, chi-square distribution, and F-distribution; decision theory; sampling designs; regression and correlation; analysis of variance; nonparametric statistics. Primary emphasis is placed on statistical methods with application to practical business and economic problems rather than mathematical derivation. Mathematical knowledge beyond college-level algebra is not required for satisfactory performance in the course. Prerequisite: Math 115-116. Fall and Spring Semesters. 6 sem. hrs.

Eco. 314—Statistical Methods

Students admitted after Fall 1973 are required to take Eco. 314 and Mg. 370 (Decision Sciences Techniques) instead of Eco. 310, 311. This course is designed to deal with inferential statistics and only vary slightly with historical statistics. Probability theory, the use of the normal curve, t-distribution, chi-square distribution, F-distribution, decision theory, sampling designs, regression and correlation analysis, analysis of variance, non-parametric statistics. Prerequisite: Math 115-116. Fall and Spring Semesters. 3 sem. hrs.

Eco. 321—Intermediate Microeconomic Analysis

A comprehensive and intensive course in microeconomic analysis which covers the scope and methodology of economics, the theory of consumer demand, price determination, production in the firm and industry, and factor price determination. Special emphasis is placed upon applications of these principles to managerial decision making and to current problems. Prerequisite: Eco. 201-202, M.B.E. 210. Fall Semester. 3 sem. hrs.

Eco. 322—Intermediate Macroeconomic Analysis

An intensive and comprehensive study of aggregative economic analysis which covers the measurement of aggregative economic activity and the theory of income and employment. Special attention is given to the role of aggregate consumption, savings, investment, and government in determining the level of income and employment. Other topics considered are foreign trade and finance, money and interest, the price level, and growth and stability in economic activity. Emphasis is placed upon the application of principles to current economic problems. Prerequisite: Eco. 201-202, Math 115-116. Spring Semester. 3 sem. hrs.

Eco. 326—History of Economic Thought

A selective inquiry into the development of economic thought from the Mercantilists to contemporary economic theories. Prerequisite: Eco. 201-202. Fall every other year. Next offered in 1975. 3 sem. hrs.

Eco. 328—Urban Economics

This course analyzes the problems of urban life: urban growth, income inequality, poverty, land use, government services and finance, suburbanization, and proposed solutions to these problems. The analysis of urban life in this course concentrates on economic factors, but includes relevant aspects of other social sciences. Prerequisite: Eco. 321. Spring every other year. Next offered in 1976. 3 sem. hrs.

Eco. 330—Preface to Econometrics

Econometrics is a tool now widely used in economic research by government as well as business. This course is designed to give the student a basic understanding of the way econometrics deals with economic problems. Prerequisites: Eco. 310, 311, 325. Spring every other year. Next offered in 1976. 3 sem. hrs.

Eco. 331—Labor Economics

A course combining a survey of the institutional and legal environments conditioning the conduct of industrial relations in the American economy, with an application of economic analysis to the main issues of the labor market. Prerequisite: Eco. 201–202. Spring every other year. Next offered in 1976. 3 sem. hrs.

Eco. 332—Government and Business

A survey and assessment of the increasing and varied participation of government in the American economy. Attention is also given to the legal and socio-philosophical foundation of governmental participation in the economic process. Prerequisite: Eco. 201-202. Fall Semester. 3 sem. hrs.

Eco. 333—Comparative Economic Systems

Analyzes the theoretical bases for alternative forms of economic organization in industrially advanced nations and the actual performance of economies operating under capitalism, socialism, fascism, and communism. Special emphasis is given to the U.S.S.R., Great Britain, Nazi Germany, and the United States. The philosophic and socio-political aspects of alternative systems are also studied. Prerequisites: Eco. 201-202, or permission of instructor. Spring every other year. Next offered in 1976. 3 sem. hrs.

Eco. 338—Population Economics

Studies the interrelationships between demographic and economic conditions. In particular, the course analyzes the size, age, sex, and occupational distribution of the population, the relationship of population and technology to economic growth, and the political, social and economic aspect of human ecology. Prerequisite: Eco. 321 or permission of instructor. Spring every other year. Next offered in 1975. 3 sem. hrs.

II. ECONOMIC HISTORY

Eco. 313—Economic History of Europe

The basic forms of the modern free enterprise economy were developed in Europe, and transplanted to America where they were modified and developed further. Thus, the American form of the modern economy can be fully understood only against the background of its origins in Europe. Prerequisite: Eco. 201-202. Fall every other year. Offered in 1974. 3 sem. hrs.

Eco. 314—Economic History of United States

A survey of the outstanding developments since the Colonial days in agriculture, banking, transportation, labor and population, foreign trade and tariff, and marketing. Prerequisite: Eco. 201-202. Spring every other year. Offered in 1975. 3 sem. hrs.

III. INTERNATIONAL ECONOMICS

Eco. 301—International Economics

This course covers the theory of foreign trade, tariff theory, exchange rate systems, and international investment problems. Special attention is given to the history of trade, the economic bases for trade, balance-of-payment and foreign exchange problems. Prerequisite: Eco. 201-202. Fall every other year. Next offered in 1975. 3 sem. hrs.

Eco. 391—Economics of Lesser Developed Nations

Studies the various theories of economic development, historic factors underlying economic progress of nations and geographic areas; analyzes resources, population factors, manufacturing and agricultural sectors, saving and investment patterns, trade, monetary and fiscal systems. Prerequisite: Eco. 201, 202 or permission of instructor. Fall every other year. Next offered in 1975. 3 sem. hrs.

Education, Physical Education and Library Science

GENERAL EDUCATION

Educ 100—Introduction to Education

A survey of the field from the standpoint of professional orientation to education. 3 sem. hrs.

Educ 201—Teacher Aide

As a prerequisite to student teaching, the student must participate in 50 clock hours of approved classroom activities assigned by the Department of Education. 1 sem. hr.

Educ 310—History of Education

The historical foundations of modern education; the aims and methods of education in our western civilization. 3 sem. hrs.

Educ 315—Career Education

An orientation to the role and functioning of a career-oriented philosophy of education within the American socio-economic and political context. 1 sem. hr.

Educ 321—Philosophy of Education

Fundamental educational problems; the nature of the learner, the agencies responsible for education, the rights of parents and state regarding education, and the philosophical aspects of curriculum and methodology. 3 sem. hrs.

Educ 333—Educational Psychology

A study of psychological principles as they apply to the field of education including the nature of man, nature of mental abilities, motivation, the learning process, individual differences, and principles of mental hygiene. 3 sem. hrs.

Educ 363—Teaching with Media

The administration of an audio-visual program and the effective utilization of audio-visual equipment, materials and techniques. 3 sem. hrs.

Educ 370—Principles of Guidance

A survey of the nature, purposes, principles and practices of guidance in our educational system. 3 sem. hrs.

Educ 371—Tests and Measurements

The principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of the various types of standardized tests available to school systems. 3 sem. hrs.

Educ 380—Urban Education

This course presents the unique aspects of education in urban societal structure. Emphasis is placed on development of appropriate objectives and teaching techniques. 3 sem. hrs.

Educ 399—Independent Research Project in Education

Individual Research Project, under close supervision of a faculty member, to enrich the teacher preparation of the student. 1–3 sem. hrs.

Geog. 152—General Geography I

A basic survey of the physical-political regions of the earth. 3 sem. hrs.

Geog. 153—General Geography II

Analysis of geographical factors and concepts. Prerequisite: Geog. 152. 3 sem. hrs.

ELEMENTARY EDUCATION

Educ 152—General Geography

A basic survey of the physical-political regions of the earth. 3 sem. hrs.

Educ 155—Art for Elementary School Teachers

Practical experience in art at the elementary level. 3 sem. hrs.

Educ 230—Child Psychology

A study of the growth and development of the child from birth to adolescence with emphasis on motor functioning, language, intelligence, social and emotional adjustment, moral formation. 3 sem. hrs.

Educ 254—Children's Literature

A study of children's literature, its uses in the elementary school, and the theory of story telling, K-6. 3 sem. hrs.

Educ 344—Introduction to Learning Disabilities

Treats the various professional approaches used in understanding disabled learners through exploring the basic recognition, understanding and remediation of learning disability problems. 3 sem. hrs.

Educ 345—Language Development

A study of normal, delayed, and distorted language development. Diagnostic and remedial techniques for children with language disorders. Permission of instructor required. 3 sem. hrs.

Educ 348—Kindergarten Student Teaching/Practicum

Professional lab experience in Kindergarten under the supervision of a certified teacher. A total of 108 clock hours is earned in this practicum. Permission of Director of Elementary Student Teaching required. 3 sem. hrs.

Educ 350—Student Teaching

Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be able to spend all day for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. No other courses may be taken during this semester. During this time

the student is engaged in directed observation, participation, frequent conferences with the Supervising Teacher, and actual teaching conferences, individual and group, are held with the College Supervisor. A student who is enrolled in Education 350 must be engaged in this work during the entire 18 weeks of the semester. Anyone who is judged by the Department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for student teaching: A point-hour ratio of 2.25 quality points in the teaching field, the successful completion of the junior year of the program that the student is following, and formal application to student teaching during the prior semester. Prerequisites: Educ 201 and permission of Director of Elementary Student Teaching.
8 sem. hrs.

Educ 352—The Teaching of Reading in the Elementary School

The methods and materials used in reading instruction in most types of elementary schools will be studied. 3 sem. hrs.

Educ 354—The Teaching of Science in the Elementary School

The offerings of elementary science toward the unification of the curriculum stressed through the use of visual aids, lab demonstrations and field experiences.
3 sem. hrs.

Educ 355—The Teaching of Arithmetic in the Elementary School

A review of arithmetic, the development of number concepts through insights and understanding growing out of the child's experience. The use and the interpretation of diagnostic materials and analysis of the abilities used in problem solving are reinforced through field experiences. 3 sem. hrs.

Educ 356—Professional Seminar in Elementary Education

Seminar discussion meetings and field experiences, emphasizing the practical aspects of teaching at the elementary level, are planned to assist the student while he is engaged in student teaching. This course is a prerequisite to student teaching.
2 sem. hrs.

Educ 358—Language Arts and Social Studies in the Elementary School

Designed to familiarize the student with the major areas in teaching the Language Arts. The field of Social Studies will be developed, emphasizing correlation and the unit method. 3 sem. hrs.

Educ 359—Problems in Reading

A course designed to explore in depth the causes and remediation of reading disabilities in the elementary classroom. 3 sem. hrs.

Mus 258—Music Essentials and Methods for Elementary Teachers

A course for the elementary teacher in the fundamentals of music; elementary piano accompaniments; rhythm band activities; sociological and psychological uses of music. 3 sem. hrs.

PhysEd 389—Techniques in Health Education in the Elementary School

Methods, materials, and trends in the elementary school health program.
2 sem. hrs.

PhysEd 390—Techniques in Physical Education in the Elementary School

The study of the techniques, curriculum, and trends of the physical education program in the elementary school. 2 sem. hrs.

SECONDARY EDUCATION

Educ 302—Adolescent Psychology

A study of physical, emotional, intellectual, social and moral development of the adolescent with application to the mental health and education of the adolescent.
3 sem. hrs.

Educ 303—Instructional Objectives

1 sem. hr.

Educ 304—Educational Media

1 sem. hr.

Educ 305—Elements of Curriculum

1 sem. hr.

Educ 306—Co-curricular Activities

1 sem. hr.

Educ 307—Classroom Management

1 sem. hr.

Educ 308—Materials and Methods in Secondary School Social Studies

1 sem. hr.

Educ 309—Materials and Methods in Secondary School Language Arts

1 sem. hr.

Educ 311—Historical Foundations of Education

1 sem. hr.

Educ 312—Evaluative Techniques

1 sem. hr.

Educ 313—Materials and Methods in Secondary School Mathematics

1 sem. hr.

Educ 314—Materials and Methods in Secondary School Science

1 sem. hr.

Educ 349—Secondary Student Teaching

Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be expected to spend 4 hours for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. During this time the student is engaged in directed observation, participation, frequent conferences with the Supervising Teacher, and actual teaching. Conferences, individual and group, are held with the College Supervisor. A student who is enrolled in Education 349 must be engaged in this work during the entire 18 weeks of the semester. At the secondary level, student teaching must be in a subject in which the student will be certified. During this semester a student is permitted to schedule a maximum of two courses. Anyone who is judged by the Department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for secondary student teaching: Educ 201 or its equivalent as determined by the Education Department, a point-hour ratio of 2.25 quality points in professional courses and teaching field, the successful completion of the junior year of the academic program, and formal application for student teaching during the prior semester. Permission of the Director of Secondary Student Teaching required. 6 sem. hrs.

Educ 351—Secondary School Methods

This course investigates various methods of teaching secondary school students. 3 sem. hrs.

Educ 360—Teaching Reading in the Secondary Schools

This course is designed for any teacher connected with the language arts in the secondary schools, including grades 7 through 12. Remedial, corrective, and develop-

mental procedures will be discussed. "How to read" in all subject matter areas will be explored. The various materials used in secondary school reading programs will be inspected, including machines and "programmed" materials. 3 sem. hrs.

Educ 363—Teaching with Media

Students compile a handbook of content, resources, and media utilization applications. Theory is converted into practice as students specify behavioral objectives then use electronic, optical, and photo-chemical devices to achieve these objectives. 3 sem. hrs.

Educ 364—Analysis of the Role of Media in Education

Students conduct, and using media, present research on all aspects of Educational Communications and Instructional Technology. These research areas: the philosophical, psychological and sociological ramifications of using technology in education; research and theory on educational media; design of educational media; production and location of educational media; organization and supply of educational media; utilization and dissemination of information on educational media. Permission of instructor required. 3 sem. hrs.

PHYSICAL EDUCATION, HEALTH, SAFETY AND RECREATION

PhysEd 100—Archery

1 sem. hr.

PhysEd 101—Riflery

1 sem. hr.

PhysEd 102—Fencing

1 sem. hr.

PhysEd 103—Weight Training

1 sem. hr.

PhysEd 104—Body Conditioning

1 sem. hr.

PhysEd 105—Gymnastics

1 sem. hr.

PhysEd 106—Badminton

1 sem. hr.

PhysEd 107—Tennis

1 sem. hr.

PhysEd 108—Bowling

1 sem. hr.

PhysEd 109—Golf

1 sem. hr.

PhysEd 110—Teamsports (women)

1 sem. hr.

PhysEd 111—Teamsports (men)

1 sem. hr.

PhysEd 112—Beginning Ballet

1 sem. hr.

PhysEd 113—Intermediate Ballet

1 sem. hr.

PhysEd 114—Folk and Square Dance

1 sem. hr.

PhysEd 115—Modern Dance

The principles of modern and contemporary dance. 1 sem. hr.

PhysEd 116—Beginning Swimming

1 sem. hr.

PhysEd 117—Intermediate Swimming

1 sem. hr.

PhysEd 118—Scuba Diving

Basic principles of Scuba. Permission of instructor required. 1 sem. hr.

PhysEd 212—Ballet Choreography Laboratory

Creation of dance forms; recital at end of semester. 2 sem. hrs.

PhysEd 213—Ballet Repertory

The study of dances from ballet and operas. Recital at the end of the semester. 2 sem. hrs.

PhysEd 216—Life Saving

2 sem. hrs.

PhysEd 217—Safety Water Instructors

2 sem. hrs.

PhysEd 210—Introduction to Physical Education, Health and Recreation

A study of the philosophies of health and physical education and a review of constant change and developments. 2 sem. hrs.

PhysEd 125—First Aid and Safety

The knowledge of first aid and basic procedures for application. 2 sem. hrs.

PhysEd 160—Program Techniques (majors)
(Volleyball, basketball, beginning swimming)

A course designed for skill proficiency for the Physical Education majors. 1 sem. hr.

PhysEd 161—Program Techniques
(Gymnastics, folk and square dance, body conditioning)

1 sem. hr.

PhysEd 205—Anatomy and Physiology

A study of the structure and functions of the various organs and systems of the body. 3 sem. hrs.

PhysEd 206—Kinesiology

The mechanics of motion as applied to the human body. Development of ability to analyze activity for the purpose of improving physical skills. 3 sem. hrs.

PhysEd 220—History and Principles of Physical Education

History and basic principles of physical education. 2 sem. hrs.

PhysEd 240—Safety Education

Aims and objectives of safety programs; trends in safety; materials and techniques in teaching safety. 3 sem. hrs.

PhysEd 241—Organization and Administration of Health Programs in Schools

Designing, supervising, and evaluating the school health program. 3 sem. hrs.

PhysEd 260—Program Techniques
(Tennis, archery, softball)

A skill proficiency course designed for the physical education major with a variety of activities to be studied in concentration. 1 sem. hr.

PhysEd 261—Program Techniques
(Badminton, golf, option)

A skill proficiency course designed for the physical education major with a variety of activities to be studied in concentration. 2 sem. hrs.

PhysEd 280—Outdoor Recreation

Practical experience in camping, camp counseling, and outdoor education and recreation. 2 sem. hrs.

PhysEd 305—Corrective, Adaptive and Developmental Physical Education and Recreation

Designed for the physical education major in developing programs for special education in regard to physical education and recreation. Practical application as a laboratory experience is included. 3 sem. hrs.

PhysEd 306—Athletic Training

A course for athletic coaches and physical education majors as to proper prevention and treatment of athletic injuries. 1 sem. hr.

PhysEd 320—Organization and Administration of Physical Education and Recreation

Determining purposes; selecting and caring for equipment; organizing; administrating and teaching various programs in the school and community. 3 sem. hrs.

PhysEd 330—Basketball—Methods of Coaching and Officiating

3 sem. hrs.

PhysEd 331—Baseball—Methods of Coaching and Officiating

3 sem. hrs.

PhysEd 340—Personal and Community Health

Service and instructing in health, practical applications of personal and community health. 3 sem. hrs.

PhysEd 341—Methods and Materials in Health Education in Secondary Schools

Study of trends and methods in health teaching. 3 sem. hrs.

PhysEd 342—Techniques in Health Education in Elementary Schools

Methods, materials and trends in the elementary school health instruction program. 3 sem. hrs.

PhysEd 360—Laboratory Techniques (teamsports)

Provides an experience in teaching techniques with emphasis on material, presentation, skill testing and evaluations. 1 sem. hr.

PhysEd 361—Laboratory Techniques (aquatics)

Provides an experience in teaching techniques with emphasis on material, presentation, skill testing and evaluations. 1 sem. hr.

PhysEd 362—Ped. for Elementary Physical Education Teachers

A study of techniques and content of basic physical skills needed in program planning, by means of movement, games, apparatus, rhythm, etc. for the elementary school child. 1 sem. hr.

PhysEd 380—School and Community Recreation

A study of various patterns of organization and administration structures dealing with aspects of recreation and its relationship to the school and community. This includes program, leadership, agency, etc. 3 sem. hrs.

PhysEd 420—Curriculum Design

A study of curriculum construction for the inclusion of various skills and activities to be presented at different grade levels. 2 sem. hrs.

PhysEd 430—Football—Methods of Coaching and Officiating

3 sem. hrs.

PhysEd 431—Track—Methods of Coaching and Officiating

3 sem. hrs.

PhysEd 460—Laboratory Techniques (rhythm)

Provides an experience in teaching techniques with emphasis on material, presentation, skill testing, and evaluation. 1 sem. hr.

PhysEd 461—Laboratory Techniques (individual)

Provides an experience in teaching techniques with emphasis on material, presentation, skill testing, and evaluation. 1 sem. hr.

PhysEd 480—Organization and Administration of Intramurals

A study of program design and administration of intramurals. Emphasis will be on organization, content, policies, equipment, and facilities. 3 sem. hrs.

LIBRARY SCIENCE

Ls. 201—School Library Administration

A study of the aims and an understanding of the basic principles of library administration in the light of the twentieth century educational principles. Developing skills by practice in purchasing, budgeting, processing, circulation, including weeding and withdrawals, and publicity. Efficient planning and arrangement of library equipment. Training of professional and clerical personnel. Relationship of the librarian with the administration, faculty, and students. Prereqisite for LS-390. 3 sem. hrs.

Ls. 202—Organization of School Library Materials

Presentation of the aims and functions of library service through a historical development of school library service. The uses of various library materials and services with special consideration of reference service, guidance in reading; instruction in the use of the library. Classification and cataloguing, setting up and maintaining a card catalogue shelf list, vertical file; filing; mending and binding routines. 3 sem. hrs.

Ls. 311—Selection of Books for Children

Analysis of the principles and tools in the selection of books and audio-visual aids for children from the first through the seventh grades. Development of the ability to evaluate various types of books for library use with emphasis on writers, illustrators, publishers, and editions. Classics and current books are read and evaluated to develop skills in recognizing the literature that appeals to children.

3 sem. hrs.

Ls. 312—Selection of Books for the Young Adult

Criteria for selection of books and audio-visual aids for the young adult based on the educational program of the school. Skillful use of tools in the various areas of knowledge; reading guidance, reading and evaluating current trends in present day books and the choice of some adult books for the young adult. Examination of printed and audio-visual tools. 3 sem. hrs.

Ls. 351—School Library Reference Materials

Instruction in the use of reference materials; their content, evaluation, organization and use. Examination of the textual features of books. General characteristics of reference material in their relations to the school curriculum. Methods of selecting reference material and instruction in their use. 3 sem. hrs.

Ls. 390—School Library Observation and Practice

Provides prospective school librarians with the opportunities to apply and test their knowledge of the theories acquired in preceding courses. Affords the means to acquire skills and aptitudes in the administration of the school library. A total of 108 clock hours in a school library is earned. Permission of the chairman is required. Prerequisite: LS 201. 3 sem. hrs.

English

Engl 101-102—English Composition (for City College credit; Transfer credit subject to approval of the Dean.)

Rapid grammar review and introduction to accurate and comprehensive reading; introduction to research. Course designed to develop further the students ability to compose thoughts and express them in written form. 3–3 sem. hrs.

Engl 103—Writer's Workshop

Intensive training in English composition. Includes generating ordinary sentence patterns from kernel sentences, expanding the patterns through the use of modifiers, and applying these skills in the essay. 3 sem. hrs.

Engl 201—Major Literary Types I (for City College credit; Transfer credit subject to approval of the Dean.)

A study of the novel and short story will be combined with intensive writing. 3 sem. hrs.

Engl 202—Major Literary Types II (for City College credit; Transfer credit subject to approval of the Dean.)

A study of poetry and drama will be combined with intensive writing. 3 sem. hrs.

Engl 110–111—Literature and Life

A series of thematically oriented courses, providing subject matter for composition and presenting a systematic introduction to writing. Titles of sections and booklists will be published prior to each term. 3 sem. hrs.

Engl 203—Writer's Workshop

Intensive training in English composition. Like, but more accelerated than, Engl. 103. 3 sem. hrs.

Engl 212—215—Introduction to Literary Forms

3 sem. hrs.

Engl 212—Introduction to Fiction

3 sem. hrs.

Engl 213—Introduction to Drama

3 sem. hrs.

Engl 214—Introduction to Poetry

3 sem. hrs.

Engl 215—Introduction to Shakespeare

A formal reading of some 15 of the plays including comedies, tragedies, and histories. 3 sem. hrs.

Engl 250—Literary Bibliography

An introduction to the use of the library and the standard methods and materials of literary research. 3 sem. hrs.

The 300 level sequences are for English majors. Only non-majors who have completed the basic 12 hour requirement of 110-111 and 212-215 courses may enroll.
NOTE: These are 4 hour courses.

Engl 301–302–303—British Literature from the Beginning to the Present

Students may take these courses in any order.

Engl 301—A Survey of Literature from the Middle Ages to the Death of Elizabeth in 1603

Poetry and drama will be emphasized, with some attention paid to prose. The main figures will be the Beowulf poet, Chaucer, Spenser, and Shakespeare. 4 sem. hrs.

Engl 302—Poetry, Drama, and Prose from 1603 to 1798

A survey of English Literature from 1603 to 1798. Figures may include Donne, Milton, Dryden, Pope, Swift, and Johnson. 4 sem. hrs.

Engl 303—A Survey of English Literature from the Romantic Movement to the Modernist and Beyond

Figures may include Blake, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Lawrence, Joyce, Yeats, Conrad, and Eliot. 4 sem. hrs.

Engl 310–311—Intensive Surveys of American Literature and its Tradition

Both major and minor figures will be studied as well as the aesthetic, philosophical, and historical assumptions which underlie and inform their works.

Engl 310—American Literature from the Beginning to 1914

Figures may include Thoreau, Poe, Hawthorne, Melville, Whitman, Twain, and James. 4 sem. hrs.

Engl 311—American Literature from 1914 to the Present

Figures may include Eliot, Pound, Frost, Faulkner, Fitzgerald, Hemingway, Arthur Miller, and Albee. 4 sem. hrs.

Engl 320-321—World Literature from the Beginnings to 1850

Engl 320—World Literature to the End of the Middle Ages

The course will examine classics of Greek and Roman antiquity, including such figures as Homer, Sophocles, and Vergil. Medieval figures will include the Beowulf poet, Dante, and Chaucer. 4 sem. hrs.

Engl 321—World Literature from the Renaissance to 1850

The course will include Western classics by such figures as Rabelais, Cervantes, Balzac, Racine, Goethe, and others. 4 sem. hrs.

Engl 332—World Literature from 1850 to the Present

The course will examine international literature from the French Symbolists to absurdist drama and the New Wave novel. 3 sem. hrs.

Engl 403—Writer's Workshop

Laboratory experience in working with the problems of writing, tutoring students with special weaknesses, and marking essays. Also includes intensive training in composition where needed. Applies toward state certification in English. 3 sem. hrs.

The following 400 level courses are primarily for English majors; non-majors who wish to take them as electives should consult with the instructor.

Engl 405—The Epic

A course illustrating the development of the epic, beginning with intensive study of Homer and Vergil. Some attention will be given to the minor classical epics and to selected medieval writings. 3 sem. hrs.

Engl 408—Chaucer

A close reading of the major works, with attention to the minor poetry and other English poets of the 14th and 15th centuries. 3 sem. hrs.

Engl 410—Modern Grammar

Studies in traditional, structural, and transformational grammars especially as they apply to high school teaching. Applies toward state certification in English. 3 sem. hrs.

Engl 411—History of the English Language

Studies in the major developments in the language from Anglo-Saxon times to the present. Applies toward state certification in English. 3 sem. hrs.

Engl 418—Renaissance Poetry

A consideration of the poetry of the major figures of the period: Wyatt, Surrey, Sidney, Shakespeare, Jonson, Donne, Herbert, and Marvell, but omitting the longer works of Spenser. 3 sem. hrs.

Engl 419—Spenser and Milton

The development of both writers in relation to their age, with intensive readings of the major works. Both *Paradise Lost* and *The Faerie Queene* will be read in their entirety. 3 sem. hrs.

Engl 427—The Age of Dryden, Swift and Pope

A survey of the major poets and prose writers of the Restoration and the 18th century to 1740 with emphasis on Dryden, Swift and Pope. 3 sem. hrs.

Engl 437—Romanticism

A consideration of the romantic movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. 3 sem. hrs.

Engl 447—Modern Poetry to 1940

A survey of the major figures in England and America from Whitman to the beginning of World War II, with intensive analysis of Yeats, Pound, Eliot, Frost, Stevens, Williams, and Auden. 3 sem. hrs.

Engl 452—18th Century British Fiction

A study of the development of the novel in England through the French revolution, with intensive reading in Defoe, Richardson, Fielding, Smollett, and Sterne. 3 sem. hrs.

Engl 453—19th Century British Fiction

A continuation of En. 452, this course examines the development of the novel in the 19th century with the study of works of Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy, and the minor novelists. 3 sem. hrs.

Engl 454—20th Century British Fiction

A continuation of En. 452–453, this course examines the fiction of writers such as Conrad, Ford, Forster, Joyce, Lawrence, and Woolf. There will be some attention given to contemporary fiction. 3 sem. hrs.

Engl 455—19th Century European Fiction

A study of the major writers on the continent, especially in France, Russia, and Germany. There will be extensive reading in Stendhal, Balzac, Flaubert, Dostoyevsky, and Tolstoy. 3 sem. hrs.

Engl 456—20th Century European Fiction

A survey of the chief writers of modern Europe, with attention paid to the background of the period, and including Mann, Proust, Gide, Camus, Kafka, Unamuno, Hesse, and others. 3 sem. hrs.

Engl 457—Southern Literature

A consideration of literary figures of the South with primary emphasis on twentieth century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose. 3 sem. hrs.

Engl 458—19th Century American Fiction

The American novel from the romantics to the naturalists; may include Poe, Melville, Hawthorne, Twain, James, Crane, Dreiser. 3 sem. hrs.

Engl 459—20th Century American Fiction

The American novel from the 1920's to the present; may include Stein, Hemingway, Fitzgerald, and Faulkner. 3 sem. hrs.

Engl 461—Jacobean and Caroline Drama

This course will cover the works of Shakespeare's contemporaries through the reign of Charles I, with extensive readings in the works of Jonson, Beaumont, and Fletcher, Webster, Middleton, and Ford. 3 sem. hrs.

Engl 467—Shakespeare: Comedies

This course is designed to permit extensive reading in all of Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance. 3 sem. hrs.

Engl 468—Shakespeare: Tragedies

Intensive study of all of the tragedies with considerable attention given to the five "great" plays: Hamlet, Lear, Macbeth, Othello, and Antony and Cleopatra. 3 sem. hrs.

Engl 479—Special Topics

A course on areas not usually offered in the regular curriculum. Topics will be announced for each term. 3 sem. hrs.

Engl 498—Independent Study

Directed Reading and Research, optional for graduating seniors. Details to be arranged between the student and his director. 3 sem. hrs.

The following courses will be offered on a less regular basis than the ones listed above.

Engl 407—Medieval Literature

Engl 416—The Renaissance Epic

Engl 417—Renaissance Prose

Engl 428—The Age of Johnson

Engl 429—Literature of the Enlightenment

Engl 430—Literature of the European Romantic Age

Engl 438—Victorian Literature

Engl 448—Poetry, from 1940 to the Present

Engl 449—Black Literature

Engl 460—Pre-Shakesperian Drama

Engl 462—Restoration and 18th Century Drama

Engl 464—Modern Drama

Engl 469—Shakespeare: Histories

Finance

Fn. 305—Money and Banking

Survey of the monetary and banking system of the U.S.; includes discussion of money and monetary standards, the commercial banking system, the Federal Reserve System, and monetary theory and policy. Prerequisite: Fn. 307. Fall Semester. 3 sem. hrs.

Fn. 307—Corporate Finance

Methods, instructions, and policies employed in managing the financial resources of business; emphasis on the analysis of long-term corporate financial policy and capital budgeting. Prerequisites: Mgt. 205; Acct. 203, Econ. 201-202. Fall and Spring Semesters. 3 sem. hrs.

Fn. 310—Financial Institutions

Survey of sources and uses of funds in the economy, institutional operations, and financial markets; includes discussion of commercial banks, savings and loan associations, insurance companies, pension funds, investment companies, and trusts. Prerequisites: Economics 201-202. Fall and Spring Semesters. 3 sem. hrs.

Fn. 316—Investments

Study of investment prerequisites, principles, and alternatives; emphasis on securities markets, securities regulation, valuation and portfolio management. Prerequisites: Fn. 307. Spring Semester. 3 sem. hrs.

Fn. 320—Monetary Theory and Policy

Seminar in various schools of monetary thought, policy implications of monetary theory, and the place of monetary policy in national income stabilization. Prerequisite: Fn. 305. Spring Semester. 3 sem. hrs.

Fn. 325—International Financial Management

Study of the management of financial resources of the multinational firm; includes discussion of financial reporting, investment decisions, securities markets, financial risk (expropriation and exchange rate of problems), consolidation of income, tax environment, and so on in the international business enterprise. Prerequisite: Fn. 307. Fall Semester. 3 sem. hrs.

Fn. 350—Special Topics in Finance

Admission by consent of instructor.

General Business

G.B. 100—Modern Business Fundamentals

A survey covering the fundamentals of modern business; how and why business operates and what effects its operations have on the individual business, the business community in general, and society as a whole. Major emphasis is placed on the social

aspects of business today and in the future, as well as those aspects of business administration and management which are essential in all scientific, professional, governmental, educational, or social activities or undertakings. The course is designed as an elective for non-business students at the discretion of advisors. Students enrolled as business majors may elect it during their freshman year only. Spring every other year. 3 sem. hrs.

G.B. 102—Business Report Writing (Formerly G.B. 202)

Designed to aid the student in writing effective business letters and business reports. Emphasis is on general business writing principles as applicable to all major types of business writing. The student is introduced to a variety of business forms: letters, memos, and reports. Fall every other year. 3 sem. hrs.

G.B. 105—Behavioral Sciences

This course is designed to familiarize the student of business administration with the fundamental principles and practices of the behavioral sciences. Emphasis is placed on the growth and development in psychology, sociology, and cultural anthropology and their increased application to the study of human behavior in working environments in business, industrial, military, and governmental settings. This course is related to advanced courses in advertising psychology, marketing research, and marketing psychology. Fall and Spring Semesters. 3 sem. hrs.

G.B. 305–306—Legal Environment of Business

Employing an entirely different approach to the subject matter from that found in the typical Business Law course, this series of courses is a comprehensive and general analysis of the relation of law to business. It is designed to bring the student to a realization that the business community operates within the framework of the legal system. As background material, the course emphasizes the role of law in our society, the recognition and protection of private property, and examines the contract concept as a basic source of rights and obligations. The relation of government to business in its regulatory role as well as the evolution of social values as crystallized into legal programs such as Workmen's Compensation Statutes, Unemployment Compensation and Mechanic's Liens are essential features of this study. Prerequisite: Eco. 201-202. G.B. 305—Fall Semester; G.B. 306—Spring Semester. 6 sem. hrs.

G.B. 340—Principles of Insurance

A course designed to acquaint the student with the basic principles of general insurance and a survey of the various types of insurance such as casualty, fire, life, health, accident, marine, etc. Fall and Spring Semesters. 3 sem. hrs.

G.B. 341—Fundamentals of Real Estate

A study of the basic fundamentals of real estate as a practical tool and as an introduction to actual job experience. Covers such topics as appraisals, management, land utilization, listings, real estate, finance, and home building. Fall and Spring Semesters. 3 sem. hrs.

Greek and Latin Studies

GREEK

Gk. 101—An introductory course in Homeric Greek

Study of morphology and syntax proceeds concurrently with readings from the *Odyssey*. 3 sem. hrs.

Gk. 102—A continuation of Gk. 101, with readings from the *Iliad*.

3 sem. hrs.

Gk. 301—Plato

The *Apology* and excerpts from the *Crito*. The *Euthyphro* is read in English. Prerequisite: Gk. 102 or equivalent. 3 sem. hrs.

Gk. 302—Sophocles

Of the Theban plays, the *Antigone* and *Oedipus at Colonus* are read in Greek. The *Tyrannus* and two other plays are read in English. 3 sem. hrs.

Gk. 304—Aeschylus

The *Agamemnon* is read in Greek; the *Libation-Bearers* and the *Eumenides,* in English. 3 sem. hrs.

Gk. 306—Aristophanes

The *Clouds* and the *Frogs* are read in Greek; two other plays are read in English. 3 sem. hrs.

Gk. 307—Plato

Of the *Republic,* Books I and X are read in Greek; the remaining books, in English. A literary, philosophical and religious examination of the whole work. 3 sem. hrs.

Gk. 309—Euripides

The Bacchae, Hippolytus and *Medea* are read in Greek; two other plays are read in English. 3 sem. hrs.

Gk. 310—Herodotus

Selections from the *Histories* are read in Greek; the whole work is read in English, discussed and evaluated. 3 sem. hrs.

Gk. 311—Greek Lyric Poetry

Selections from the extant works of Callinus, Tyrtaeus, Mimnermus and others until Plato are read in Greek. 3 sem. hrs.

Gk. 313—Readings in Sacred Scripture

Focus is on the style and language of Luke as seen in his *Gospel* and in *Acts*. A study in Koine Greek. Prerequisite: Gk. 102 or equivalent. 3 sem. hrs.

Gk. 314—Readings in Sacred Scripture—Septuagint

3 sem. hrs.

Gk. 315—Readings in Church Fathers

3 sem. hrs.

LATIN

Lt. 201—The Minor Poets

Following intensive review of morphology and syntax, readings are begun in Phaedrus' *Fables* and the poems of Catullus. 3 sem. hrs.

Lt. 202—The Minor Poets

A continuation of Lt. 201, this course focuses on readings from Ovid's *Metamorphoses* and the poems of Tibullus. 3 sem. hrs.

Lt. 303—Tacitus

The *Agricola* and the *Germania,* read in Latin, illustrate on the one hand the consequences of the loss of political or civil rights and, on the other, supply an instance of Roman studies in anthropology. 3 sem. hrs.

Lt. 304—Juvenal

Reading in Latin selected *Satires* with evaluation of their presentation of contemporary Roman *mores*. 3 sem. hrs.

Lt. 305—Plautus

Reading in Latin of the *Captivi* and the *Trinummus,* supplemented by English reading of two other comedies. 3 sem. hrs.

Lt. 309—St. Augustine

Selected Latin passages from the *Civitas Dei* which demonstrate the author's linear theory of history. 3 sem. hrs.

Lt. 310—St. Augustine

Selected Latin readings from the *Confessions*. 3 sem. hrs.

Lt. 312—Virgil

Reading the *Aeneid*, especially Books VII to XII. Discussion of its literary, philosophical and religious implications. 3 sem. hrs.

Lt. 313—Horace

Reading of selected *Odes* and *Epodes* with analysis particularly of structural form. 3 sem. hrs.

Lt. 314—Virgil

Reading of the ten *Eclogues* and selected passages from the *Georgics* in Latin. 3 sem. hrs.

Lt. 317—Cicero

Book I of the *Tusculan Disputations* is read in Latin; the remaining four books are read in English. 3 sem. hrs.

Lt. 321—Lucretius

Books I, II and III of the *De Rerum Natura* are read in Latin; the remaining six books in English. Discussion of Epicurean atomism. 3 sem. hrs.

Lt. 323—Medieval Prose and Poetry

Readings from the anthologies of Harrington and of Beeson—and from Germing's medieval hymnology. 3 sem. hrs.

COURSES IN ENGLISH TRANSLATION*

Cet. 350—The Greek and Roman Epic

Reading the *Iliad,* the *Odyssey* and the *Aeneid,* with emphasis on structural analysis and developing religio-philosophical implications. 3 sem. hrs.

Cet. 352—Greek Tragedy

Reading the *Agamemnon, Libation-Bearers* and *Eumenides* of Aeschylus; the *Oedipus King, Oedipus at Colonus* and the *Antigone* of Sophocles; the *Hippolytus,* the *Bacchae* and the *Medea* of Euripides. 3 sem. hrs.

Cet. 353—Greek and Roman Comedy

This course involves reading and discussion of four plays of Aristophanes and four of Plautus, Greek and Roman representatives respectively of the Old and New Comedy. Prerequisite: Cet 352. 3 sem. hrs.

*The reading assignments in these courses are very demanding. Active participation in class discussions based upon readings and weekly written reports is expected of serious students who choose to enroll in them.

Cet. 356—Lyric and Pastoral Poetry

Besides the *Idylls* of Theocritus and the *Eclogues* of Virgil, selected poems from both the Greek and Roman lyrical poets are discussed. 3 sem. hrs.

Cet. 370—The Religions of Ancient Greece

A study of the Homeric, chthonic and Mystery Religions of ancient Greece together with an examination of Platonic and Stoic (philosophical) religion. As much as possible, readings are assigned from extant contemporary literature. 3 sem. hrs.

Cet. 373—Fifth Century Athens

A study of the political, educational and religious turmoils which stirred the ancient seat of democracy. 3 sem. hrs.

History

Dialog Courses: Hist 100, 105, 200, 205, 252.

Hist 100 DC—Pivotal Errors in World History

This course examines certain chosen crucial epochs in world history. An attempt will be made to discover the driving forces and special factors that made it a pivotal era. The most important political, ideological, technical and cultural accomplishments of this age to the stream of history will be discussed. Where particular personalities were key figures in giving an era its special thrust, the role of such individuals will be subject to critical scrutiny. 3 sem. hrs.

Hist 101—Western Civilization (2000 B.C. - 1500 A.D.)

The purpose of this course is to give an introductory view of western history as a whole. This course emphasizes the foundations and development of European civilization. In this semester, early civilizations are studied in their political, economic, social, and religious aspects, and their contributions to modern civilization evaluated. 3 sem. hrs.

Hist 102—Western Civilization (1500 A.D. to Present)

In this semester, past movements are coordinated with present civilization by studying the present in the light of the past. Special emphasis is placed throughout on the unity and continuity of European history. 3 sem. hrs.

Hist 103—Survey of World Civilization (2000 B.C.-1500 A.D.)

The goal of this course is to present the early civilizations of both East and West in their historical setting and development. Confronted with basic problems in dealing with political, economical, social, cultural, and religious endeavors, the course treats what were the solutions, compromises, and contributions left to modern man. 3 sem. hrs.

Hist 104—Survey of World Civilization (1500 A.D. - Present)

Continuation of the study of man on this planet as new methods were applied to his human aspirations. The results of this new technology and cross-fertilization of cultures and the concomitant problems that ensued are treated. 3 sem. hrs.

Hist 105 DC—World Civilization

This course will deal with the three major modern revolutions, the French, the Russian, and the Chinese. Each revolution will be treated as a unit. Effort will be made to present its unique characteristics. A significant comparative element, however, will inevitably emerge both in the master lectures and in the discussion

sections. The course should provide the students with an understanding of those three particular revolutions and stimulate them to consider the nature of revolution, and to weigh the problems connected with revolution. 3 sem. hrs.

Hist 200 DC—The Hero in American History

A series of special readings dealing with the relationship between men and events; individuals and their eras in the American past will be assigned. The core of these readings are biographies of Americans who played significant or even dominant roles in their segments of the nation's history. The purpose of the course will be to assess those roles, to evaluate their importance, and to determine how well or how badly they were played. Then, from dealing with specific case studies, some possible general hypotheses regarding the "hero" in American life may be formulated. 3 sem. hrs.

Hist 201—Survey of United States History I (1492–1865)

Discoveries and settlements; French and Indian wars; economic development; independence; the "Articles" and the "Constitution"; era of Jefferson; westward movements, the "American system"; the "reign" of Jackson; the Civil War. The emphasis in this course is generally political and economic. 3 sem. hrs.

Hist 202—Survey of United States History II (1865 to Present)

Reconstruction; economic and social developments; imperialism; agriculture vs. industry; growth of monopolies and trusts; World War I; the New Deal, American interest in world affairs; World War II; toward internationalism; the New Frontier. The emphasis in this course is generally political and economic. 3 sem. hrs.

Hist 205 DC—America Overseas

This course will examine the record of American involvement in world affairs. Employing both primary and secondary materials, it will ask the student to evaluate the philosophies that have shaped American foreign policy since the 19th century and to determine how the application of those philosophies have worked out in actual practice. United States economic and political relations with Asia, Latin America, and Europe will be considered as well as the impact of domestic public opinion in the shaping of policy. 3 sem. hrs.

Hist 211—The Catholic Church in the United States (1526–1950)

The Church in Colonial America—Spanish, French and English; Catholics and the American Revolution; Organization; Expansion; Trusteemania; Bigotry; Provincial Councils of Baltimore; the Church and the Civil War Issues; the Church on the Frontier; Plenary Councils of Baltimore; the School Question; Nationalism; Ku Klux Klan; and the A.P.A.; the heresy of Americanism; the Church and American Labor; the Church and the American Negro and Indian. 3 sem. hrs.

Hist 252 DC—Latin America: Challenge and Response

A series of readings and films will acquaint students with the human and institutional conditions of life in Latin America as seen through the eyes of sociologists, historians, anthropologists, novelists, and film makers, and will show how Latin Americans have responded to these conditions in a variety of different ways. Within broad representative disciplines and regions the focus is upon certain basic institutions, patterns of behavior and attitudes which have had impressive continuity in Latin America—hacienda, plantation and associated social patterns; the export syndrome and related trade mechanisms, the exploited peasant and urban poor; elitism and racism; nepotism, clientelism, and a tradition of private right in public office. 3 sem. hrs.

Hist 301—Ancient History I

The Ancient Near East: the civilizations of Mesopotamia and Egypt; the Hittites; the Hebrews. Greece: the Heroic Age; the rise of the Polis; the colonies; the Persian crisis; Athens and Sparta; the cultural apogee; Macedonia, Alexander and the Hellenistic Age. 3 sem. hrs.

Hist 302—Ancient History II

The foundation of Rome; the early legendary period; expansion in central Italy; the Etruscans; the Gauls. Conflict in Carthage; the Punic Wars; Expansion throughout the Mediterranean. Social crisis: The civil wars; triumph and death of Caesar; the principate; the Empire to Marcus Aurelius; the collapse of the third century. 3 sem. hrs.

Hist 304—The Primitive Church

Apostolic Age, geographical expansion, persecutions, organizational developments, early heresies, the Counsils of Nicaea, Ephesus & Chalcedon, popular piety. Church-State relations, the rise of monasticism. 3 sem. hrs.

Hist 311—Early Middle Ages (400 to 1200 A.D.)

Collapse of the Roman Empire; barbarian kingdoms; Byzantium and Islam; the Church; survival of culture; the Carolingian Renaissance and collapse; the feudal monarchies; the Empire and the Papacy; Gregory VII; the Crusades; the twelfth-century Renaissance. 3 sem. hrs.

Hist 312—High Middle Ages and Renaissance (1200–1500 A.D.)

Innocent III: Frederick II; rise of nation states; Boniface VIII; Dante; Petrarch and humanism; Avignon Papacy, the Schism, the Councils; Renaissance Italy; fifteenth-century European nation-states; the Renaissance Papacy. 3 sem. hrs.

Hist 320—The Reformation: The Protestant and Catholic Phases

The Origins of the Reformation; Luther; Calvin; the English scene; the Scandinavian scene; the Wars of Religion; the effects of the Reformation; the Pre-Reformation attempts at reform; reactions to the Protestant Reformers; the Council of Trent; the Reformed Papacy; Revival among the Regulars; Education and Scholarship; Missions. 3 sem. hrs.

Hist 321—Modern Europe I (1648–1815)

Europe after Westphalia, Louis XIV, Absolutism, Enlightenment, "benevolent despots", rise of Prussia and Russia, "Old Regime", the French Revolution, Napoleon, Congress of Vienna. 3 sem. hrs.

Hist 322—Modern Europe II (1815–1914)

Europe after the Congress of Vienna: restoration and reaction; Nationalism, Liberalism, and Socialism; the Revolution of 1848; Louis Napoleon; German and Italian unification; Imperialism; Origins of World War I. 3 sem. hrs.

Hist 323—Modern Europe III (1914–1945)

World War I; Versailles; Communism in Russia; Fascism in Italy; Weimar Republic; Nazism and Hitler; Europe between the Wars; International chaos; China, Ethiopia, Spain; appeasement; World War II; beginning of the Cold War. 3 sem. hrs.

Hist 324—Modern Europe IV (1945–Present)

Cold War; Recovery; Economic and Social Trends; Cultural scene; Political developments. 3 sem. hrs.

Hist 341—Contemporary World History

The Western nations in the aftermath of World War II; the Communist States in the aftermath of the War, the March towards independence in Asia and Africa—India, China, Japan, Southeast Asia, the Near and Middle East, Global Resources. Defense and Social Justice. 3 sem. hrs.

Hist 351—Latin American History (1492–1820)

The Latin American civilization of South America, Central America, Mexico and the Caribbean area; discovery, conquest, exploration and colonization; influence of European civilization and the Church; development of Latin American economy and culture; struggle for independence of Mexico, South America and Brazil. 3 sem. hrs.

Hist 352—Latin American History (1820-Present)

Foundation and development of Mexico, Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil and the smaller nations of Middle America; Latin America and the United States; Inter-American relations. 3 sem. hrs.

Hist 353—History of Mexico

Mexico's dramatic journey from Aztec times to the present is surveyed. Special emphasis is given to dominant social, economic, and cultural trends and these are related to important political events, such as the great Mexican Revolution of 1910, their formation and transformation, Mexico's recent economic development, and its lesson for the Third World. 3 sem. hrs.

Hist 360—American Colonial History (1565–1783)

An examination of the British motivation for settlement and the colonial system established, with emphasis upon the economic, political, and cultural backgrounds preceding the American Revolution. The significance of the Revolution as a fulfillment of the colonial experience will receive attention. 3 sem. hrs.

Hist 361—Louisiana History

Exploration of the Mississippi Valley. French colonial regime. Spanish Louisiana and West Florida. Acadians. Louisiana Purchase, Statehood; Constitution and tendencies. Negro: slave and free. Immigration: Irish, German and (Later) Italian. Civil War, Reconstruction, Redemption. Progressive Movement. Disenfranchisement and segregation. Huey Long. Louisiana Scandals. Contemporary decades. 3 sem. hrs.

Hist 362—History of the Old South

Origins and evolution of the Old South as a distinctive region and section from its colonization through the collapse of the Confederacy. A balanced presentation of the social, economic, and political structure of Southern society during the ante-bellum period will be offered. 3 sem. hrs.

Hist 363—The City in United States History

A tracing of the role and problems of urbanization in the American past. Special focus will be given to the city in the century since the Civil War. The dilemmas of modern urban living including congestion, crime, economic change, and governmental inadequacy will be placed in historical perspective. 3 sem. hrs.

Hist 365—The Age of Jackson, 1815–1845

A study of the emerging conflict of nationalism and sectionalism in American life, with emphasis on economic and political forces affecting the expansion of the American democratic process. The conflicting theories of Jacksonian Democracy, Manifest Destiny, and the Mexican War will be surveyed. 3 sem. hrs.

Hist 376—Civil War and Reconstruction, 1845–1877

A detailed examination of the forces leading to sectional conflict in 1861 and to the eventual re-establishment of the Union, with special emphasis upon the place of the Civil War in American historiography and upon the heritage of the Reconstruction period. 3 sem. hrs.

Hist 377—The Rise of Modern America, 1877–1914

A systematic probe of the American responses to industrialism and the emergence of the United States as a major power in international affairs. Particular attention will be accorded the gradual decline of LAISSEZ-FAIRE thought; the intellectual and political foundations of the era's various reform movements, with special focus on Populism and Progressivism; the status of minority groups in a rapidly-changing society; and the rationales undergirding America's expansionism and sense of mission. 3 sem. hrs.

Hist 378—The United States: War, Prosperity, Depression (1914–1941)

A studied analysis of the responses of the United States to the exigencies of the twentieth century. The course commences with an examination of Wilsonian diplomacy and then attempts extensive reevaluation of both the foreign and domestic events of the Twenties. The rise and fall of the New Deal is studied at length, as is the American response to the turmoils of European and Asian developments. The unsolved problems emanating from the Second World War provide a backdrop for an analysis of the origins of the Cold War. 3 sem. hrs.

Hist 379—Contemporary America (1941–Present)

A thoroughgoing examination of the problems faced by the United States since the conclusion of the Second World War. Extensive research is conducted into the origins and development of the Cold War, the Korean War, and the Viet Nam War. The culture of the Fifties is examined in quest of new perspectives and analysis, and with reference to the disquietude of the Sixties. Discussion and independent research encourage exposure to a multiplicity of source materials.
3 sem. hrs.

Hist 381—History of England I (600–1600)

Roman Britain, Nordic invasions. Saxon England. Norman Conquest and the making of the nation. Plantagenets. Crusades, and the Hundred Years' War, Early Parliamentary development. Aristocratic anarchy, wars of the Roses. Strong Tudor monarchy. The break from Catholicism. Beginnings of overseas expansion, conflict with Spain. 3 sem. hrs.

Hist 382—History of England II (1600–1945)

The Stuart Era, struggle between Crown and Parliament. The Protectorate. Stuart Restoration. Parliamentary Supremacy and the eighteenth-century oligarchy. Loss of American colonies. Struggle with Napoleon. Industrial Revolution. Victorian Liberalism and Reform. The New Imperialism. World Wars I and II. 3 sem. hrs.

Hist 383—History of France

Peopling of the area called France. Gauls and Romans. Merovingian and Carolingian periods. Capetian monarchy. University of Paris. Renaissance. Politico-religious divisions. Bourbon Dynasty. Centralization and absolutism. Phases of French Revolution. Napoleon. Nineteenth century regimes. Third Republic. The Fifth Republic and Charles de Gaulle. Attention is given to the religious and cultural life of France and her influence abroad. 3 sem. hrs.

Hist 385—History of Russia I

A survey of Russia from the beginnings to the 1905 Revolution; the emergence of Moscow; The Time of Troubles; the Romanov dynasty, reforms of Peter The Great; The era of Catherine and Alexander I; Reform and Autocracy in the 19th century. 3 sem. hrs.

Hist 386—History of Russia II

From 1905 to the present. The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two World Wars; Post-war Soviet imperialism. Theoretical aspects of Communism.
3 sem. hrs.

Hist 388—History of Modern Germany I (1648–1871)

Germany after Westphalia; Rise of Prussia, Austria, Frederick the Great, Joseph II, Impact of the French Revolution, War of Liberation, reaction and revolution, road to Unification. 3 sem. hrs.

Hist 389—History of Modern Germany II (1871–1955)

Bismarkian Germany, Pre-war diplomacy. World War I. Revolution. German Social Democracy. Weimar Republic, Nazism. Hitler's foreign policy. World War II. Cold War. Resumption of sovereignty. 3 sem. hrs.

Hist 390—History of China I

Emphasis on the foundation and development of the Great Tradition of China. Shang and Chou cultures—emergence of the Golden Age of Chinese thought. The first Chinese Empires—the Ch'in and the Han—the barbarian challenge. The Golden Age of the T'ang, and Jung. The Mongol Empire and the Ming. 3 sem. hrs.

Hist 391—History of China II

The modern transformation of China. The Ching Dynasty 1644-1911. The coming of the Europeans. T'ai-p'ing Rebellion. Treaty settlement and foreign encroachments and European Imperialism. The rise of the Chinese Republic-struggle between the Kuomintang and the Communists and the emergence of Red China on the world scene. 3 sem. hrs.

Hist 392—History of Japan I

Pre-Buddhistic Japan of the Jomon and Yayoi Eras. Nara. Kyoto, the Golden Age of Heian. Rise of the Fujiwaras. Emergence of the Samurai-Kamakura Era. Ashikaga Shogunate. Arrival of the West. Stress is given to the religious, political, and cultural life of Japan. 3 sem. hrs.

Hist 393—History of Japan II

Unification under the Tokugawa Shogunate; Seclusion; Intensive development problems. Japan on the eve of Perry's visit. Result of the Meiji Restoration of 1869. Modern eras of Meiji, Taishō, and Shōwa. Religious, political and cultural life of Japan is seen in its continuity and reaction to Western influence. 3 sem. hrs.

The senior Seminars are special courses of limited enrollment in which the emphasis is placed on individual work with periodic consultation with the instructor. Registration is by permission of the instructor and is ordinarily limited to seniors, though exceptions will be made to this rule upon request.

Hist 400—Directed Reading Course

3 sem. hrs.

Hist 401—Directed Reading Course

3 sem. hrs.

Hist 410—Independent Research Project

3 sem. hrs.

Hist 420—Historical Classics

The study of masterworks of scholarship in the three fields of American, European, and Non-Western history in an independent learning, non-classroom format. 2 sem. hrs.

Hist 441—Seminar in Modern World History

Marxism: Marx, Engels, Lenin, Mao Tse-tung, Che Guevara. 3 sem. hrs.

Hist 460—Black America

Lecture and seminar combined. Lectures on period from initiation of the slave trade to twentieth century. Special emphasis on Black thoughts in the twentieth century in seminar session. Topics include Black identity, Non-violence, Black Power, Black Separatism, and the idea of late changes among others. 3 sem. hrs.

Hist 492—Zen

The historical evolution of Japanese aethestics and ascetics. An historical, theoretical and practical course based on the historical foundations of the Japanese approach to the ideals of beauty and holiness and the distillation of these concepts in Zen.* 3 sem. hrs.

*Entrance into this course only with the permission of the instructor

Hist 498—Research Methods

This seminar course intends to familiarize interested students with the tools of historical research and to give them an opportunity to do extensive research involving primary sources which are available in the area. Stress will be laid on learning to find sources of information as well as learning the correct techniques of scholarly writing. Research can be centered about a student's independent study projects. 3 sem. hrs.

Hist 499—Historiograph

Various concepts of History. Survey of the contributions of the great historians. Required of all History majors. 3 sem. hrs.

Honors and Privileged Studies

HPS 191–192—Independent Studies

Individual readings and discussion for the special student with freshman standing. Admission by permission of the Director. 3-3 sem. hrs.

HPS 197–198—Honors Humanities I

A team-taught interdisciplinary course covering all phases of the humanities. Students will study units in art, drama, history, literature, philosophy, and religion. Enrollment is limited. Admission by invitation of the Director. 3-3 sem. hrs.

HPS 206—M.T.: Science and Technology

A multidisciplinary mode of thought course concentrating on the effects of technology and scientific developments on man and his environment. 3 sem. hrs.

HPS 291–292—Independent Studies

Individual readings and discussion for the special student with sophomore standing. Admission by permission of the Director. 3-3 sem. hrs.

HPS 297–298—Honors Humanities II

A team-taught interdisciplinary course. Topics are arranged by participants and lecturers with the approval of the director. Enrollment normally limited to those who have completed 197-198. 3-3 sem. hrs.

HPS 391–392—Advanced Independent Study

Individual readings and discussion for the special student with junior standing. Admission by permission of the Director. 3-3 sem. hrs.

HPS 393–394—Advanced Special Topics

Single offerings of topics arranged by participants and lecturer with approval of the director. Admission by permission of Instructor and Director. 3-3 sem. hrs.

HPS 378—Leave of Absence

Those students who have obtained the approval of their chairman and dean to take a Leave of Absence from the University must schedule this course. By scheduling this course they will not be required to file an application for readmission to the College if they return within one academic year. 0 sem. hrs.

HPS 398—Junior Year Abroad

Those students who have obtained the approval of their chairman and dean to study abroad must register for this course. By scheduling this course they will not be required to file an application for readmission to the College when they return from studying abroad. 0 sem. hrs.

HPS 401–402—Special Projects

Comprehensive research projects for selected undergraduates working under the supervision of a faculty research adviser. Admission by permission of the Director. 3-3 sem. hrs.

HPS 498–499—HPS Seminar

A weekly seminar for HPS Participants and University Fellows only, usually on topics of current interest. 0-0 sem. hrs.

Journalism

Jour 101—Introduction to Journalism and Reporting

The basics of news coverage. Intensive practice in reporting news, handling interviews, covering speeches, etc. The style and structure of news stories. Lectures and special reading. Required of Journalism majors. 3 sem. hrs.

Jour 102—Visual Aspects of Journalism

The basics of typography, layout and photography as essential elements of printed communication. Analysis and criticism of current practices, activities and trends in the graphic arts. Assigned projects. Required of Journalism majors. Prerequisite: Jour 103. 3 sem. hrs.

Jour 111–112—Freshman Practicum

Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off-campus publications and organizations. Credit variable; up to 3 hours per semester. Arrange through department chairman.

Jour 201—News Editing

Lectures and intensive practice in all phases of editing: story conceptualization, organization of news staffs, copy reading, proof reading, production, copy and art selection. Creation of newspaper and magazine formats. Required of Journalism majors. 3 sem. hrs.

Jour 211–212—Sophomore Practicum

Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off-campus publications and organizations. Credit variable; up to 3 hours per semester. Arrangement through department chairman.

Jour 305—Advanced Reporting

An advanced course in news writing with an emphasis on the creative handling of news stories, features, and special interest articles. Included is an examination of investigative techniques. Prerequisite: Jour 101-102. 3 sem. hrs.

Jour 306—Feature Writing

An advanced course in writing features for newspapers and magazines. Interviews, profiles, news features, special assignments. The market for features. Prerequisite: Jour 205-206. 3 sem. hrs.

Jour 307—Interpretive Writing

The place of opinion in Journalism. Types of interpretive Journalism: editorials, columns, art and entertainment reviews, humor, book reviews, etc. Prerequisite: Jour 205–206. 3 sem. hrs.

Jour 308—Criticizing the Performing Arts

Coverage and criticism of performing arts and artists, including lectures, readings, and discussion of comtemporary activities in the performing arts and entertainment, and of their critics and reviewers. Off-campus field assignments. 3 sem. hrs.

Jour 311–312—Junior Practicum

Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off-campus publications and organizations. Credit variable; up to 3 hours per semester. Arrange through department chairman.

Jour 340—History of Journalism

Development of the American mass media from their beginnings to the present in the context of their being influencing factors and products of American politics, institutions and culture. 3 sem. hrs.

Jour 341—Mass Persuasion

A study of theory, applications, ethical considerations, and relative efficacy of various mass persuasion or propaganda techniques. Listed also as Psychology 370 when team-taught. Strongly recommended as background for Jour 342 and Jour 345. 3 sem. hrs.

Jour 342—Public Relations

Development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques. Augmented by case studies and guest practitioners. Jour 341 recommended though not required as a pre-requisite. 3 sem. hrs.

Jour 345—Advertising

Fundamentals of advertising, including the organization and operation of agencies and departments, the psychology of advertising and promotion, and copywriting and layout techniques. Assigned problems and demonstrations. 3 sem. hrs.

Jour 346—Law and the Press

A study of the development of contemporary legal guarantees and restrictions affecting the mass media, including problems of constitutional law, libel, contempt, privacy, government regulation and self regulation. Required of Journalism majors. 3 sem. hrs.

Jour 351–352—Photography

The use of the camera in Journalism. Darkroom techniques, fundamentals of composition and lighting, editing of photographs, intensive practice in taking photographs and darkroom work. Prerequisite: instructor's permission. 3–3 sem. hrs.

Jour 355—Graphics

An advanced course in graphics theory. Examination and application of the elements of composition. Assigned projects. 3 sem. hrs.

Jour 356—Advanced Layout

The application of graphics theory in newspaper, magazine, advertising, brochure and other formats. The uses of type, photography and illustration in printed matter. Preparation of material for production. Prerequisite: Jour 102. 3 sem. hrs.

Jour 365—Advanced Editing

An advanced course in editing. Lectures and assigned projects, with emphasis on developing technical proficiency through a full understanding of theoretical concepts. Prerequisite: Jour 101–102. 3 sem. hrs.

Jour 366—Current Magazine Practices

Analysis of various types of contemporary American magazines, identifying the editorial, business and mechanical practices involved in their publication. Seminar course; limited enrollment. 3 sem. hrs.

Jour 370—Radio and Television News and Special Events

The assembling, handling, selection, and production of radio and television news and special events programs. 3 sem. hrs.

Jour 390 through 395—Special Problems

These are special course categories whose content varies with the student. Special projects in writing, editing, photography, reading, research, etc. The project must be recommended by an instructor and approved by the departmental chairman. Credit varies with each project.

Jour 396—Journalism Internship Seminar

A seminar for Journalism majors who have worked for professional publications and organizations. Prerequisite: 400 hours of work for a publication or organization approved by the Department of Journalism. 3 sem. hrs.

Jour 397—Foreign Correspondence

A special course for Loyola Journalism majors studying abroad in which the student files columns and articles from the country in which he resides for evaluation and criticism by the Department of Journalism. Special arrangements must be made through the chairman of the department. Credit varies. 9 sem. hrs. Max.

Jour 411–412—Senior Practicum

Practical experience with academic evaluation an assigned credit. May be gained through work for campus or off-campus publications and organizations. Credit variable; up to 3 hours per semester. Arrange through department chairman.

Languages — Modern Foreign

Dialog Courses: MFL French 150

Fr./Ger./It./Rus./Sp. 101–102—First Year College Language

The fundamentals of the language. Primary emphasis on structure, morphology, vocabulary. This course aims chiefly at a reading knowledge. Language laboratory work is recommended, but is voluntary. Outside readings. 3–3 sem. hrs.

MFL French 150—DC Money in Literature

The class will trace the development of the money-motif through French literary works, examining how each author treats cash itself, its effects on his characters, the work ethic, trickery and dishonesty in financial matters, gambling, etc. The overall slant will show that love of money leads characters to despise humanity.

Ger. 150—DC Masterpieces and Best Sellers in German Literature in Translation

Dialog course, team taught by all members of the German faculty. 3 sem. hrs.

It. 150—DC Italian Literature in Translation

Dialog course, team taught by all members of the Italian faculty. 3 sem. hrs.

Fr./Ger./It./Rus./Sp. 201–202—Second Year College Language

Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings. 3–3 sem. hrs.

Ger./Rus. 210—Scientific Language

This course is designed to familiarize the student with the complexities of scientific discourse. Drill in the sentence structure of scientific literature. Readings in the development of scientific thought in the language community with emphasis on the present day. 3 sem. hrs.

Fr./Ger./It./Rus./Sp. 301–302—Conversation and Composition

First Semester (301): Conversation and composition based on everyday topics. Review of structure, morphology and vocabulary used in contemporary colloquial speech. Topics are studies and discussed in class. Written assignments are based in these topics. Intensive work. Student's grades are based upon class participation. Second Semester (302): Conversation and composition based on cultural and literary topics. Intensive structural analysis of the language encountered in literary studies. Literary works, events and personages as well as cultural phenomena are studied and discussed in class. Written assignments are based on these topics. Student's grades are dependent on class participation. 3–3 sem. hrs.

Ling. 310—Indo-European Grammar and Linguistics

3 sem. hrs.

Fr./Ger./It./Rus./Sp. 310–311—Survey of Literature

Study of the chief literary currents and the principal authors. Emphasis on the masterpieces of the literature of the language community. 3–3 sem. hrs.

Sp. 312–313—Survey of Spanish American Literature

3–3 sem. hrs.

Fr./Ger./It./Rus./Sp. 350–351–352–353–354–355—Literary Movements

Study of the principal literary movements within the language community. Representative works will be read and compared.

FRENCH:

350—Middle Ages and Renaissance
351—Classicism (17th century)
352—Enlightenment and Pre-Romanticism (18th century)
353—Romanticism, Realism, Naturalism (19th century)
354—20th century drama.

GERMAN:

350—Middle Ages and Renaissance
351—Baroque and Enlightenment (17th and 18th century)
352—Classicism
353—Romanticism, Realism, Naturalism (19th century)
354—Currents in the 20th century.

RUSSIAN:

350—Old Russian Literature up to the 17th century
351—Russian Literature in the 18th century.
352—Russian Literature in the first half of the 19th century: from Pushkin to Gogol.
353—Russian Literature in the second half of the 19th century; from Turgenev to Chekhov.
354—Russian Literature from Chekhov to the Revolution
355—Soviet Literature including the writings of the Emigrees.

SPANISH:

350—Middle Ages and Renaissance
351—The Golden Age (16th and 17th century)
352—Cervantes and Don Quixote
353—Romanticism, Realism and Naturalism (19th century)
354—The Generation of 1898
355—Currents in the 20th century
356—Spanish American Novel

Each: 3 sem. hrs.

Fr./Ger./Rus./Sp. 360–361—French/German/Russian/Spanish Literature in translation.

Survey of the principal works read in English translation. May not be taken for credit by majors in the department in the language in which they are majoring.
3–3 sem. hrs.

Fr./Ger./Rus./Sp. 370–371—Linguistics

Study of the basic methodology and general rules of the science of language.
French 370–371—Romance Philology
German 370–371—Germanic Philology
Russian 370–371—Slavic Philology
Spanish 370–371—Romance Philology.
3–3 sem. hrs.

MFL 375–376—Theory of Language

Study of the theories of the origin and the nature of language. No prerequisites.
3 sem. hrs.

Fr./Ger./It./Rus./Sp. 380–381—Special Problems

This course is designed to cover those significant elements in the general cultural and literary development of a language community which have not been treated elsewhere.
For example:

It. 380–381—Dante: The Divine Comedy

During the first semester (380) Dante's structure, morphology and vocabulary will be studied intensively, so that in the second semester (381) selections from the three parts of the Divine Comedy can be read in the original. Prerequisite: some language training, preferably in a Romance language, or Latin. 3–3 sem. hrs.

Rus. 380–381—Russian Culture and Civilization

A team taught course dealing with every aspect of Russian culture and civilization, such as art, history, religion, politics, music, literature, science, journalism and architecture. Each subject is taught by the expert in the field. 3–3 sem. hrs.
Dance Workshop: Ballet and folk dancing performed in connection with the culture and civilization course. Prerequisite: permission of the instructor.
1–1 sem. hr.

Students may register in 380-381 only six credits. Dance workshop only two credits, or both 380–381 and the workshop for 8 credits.
3 sem. hrs.

Sp. 382—Mysticism

3 sem. hrs.

Sp. 383—Mexican novel of the twentieth century.

3 sem. hrs.

Fr./Ger./Rus./Sp. 385—Methodology of Foreign Language Instruction. Emphasis on Loyola Language methods.

3 sem. hrs.

Ling. 391—Linguistics

This course is designed to cover the significant elements of general linguistics. Permission of instructor required. 3 sem. hrs.

Fr./Ger./Rus./Sp. 390–391—Independent Study

The student reads selected works on his own and meets informally with the instructor to discuss his progress. Semester paper in the language of the works studied. Permission of instructor required. 3–3 sem. hrs.

Fr./Ger./Rus./Sp. 401–402—Intradepartmental Seminar on International Literary Relations

A team-taught study of the manifestations of the various literary thoughts and movements on the European continent. Each semester a particular literary movement will be selected for discussion. The semester will be divided into five parts. In each of the first four of these parts an instructor will lecture on the literary movement within his language community. During the fifth part of the semester there will be a round-table discussion of that literary movement in all of the European language communities involved. All of the students and each of the four instructors will be present during this fifth part.

Majors in each one of the four languages receive credit in their major language since they will be expected to read all works discussed from their language community in the language of that community. 3–3 sem. hrs.

Management

Mg. 205—Basic Management

Basic principles and concepts of management as they are applied in the functions of planning, organizing, leading, and controlling the business enterprise. In addition to the functional aspects of management, the personal and behavioral characteristics of managers as well as analytical techniques available to them are introduced. It is a prerequisite for all other management courses. Fall and Spring Semesters. 3 sem. hrs.

Mg. 334—Personnel Management

Introducing the organization and functions of the personnel department in modern industry. Emphasis is placed on: job analysis, job description and job specification; recruitment and selection; training and development; performance appraisal; promotion and transfer; discipline; wage and salary administration; incentives; and employee benefits and services. Where applicable collective bargaining, implications and industrial relations responsibilities of the firm are explored. This course lays the foundation for later specialization in the field or for understanding the area by business people not engaged in the field. Prerequisite: Mgt. 205. Fall every other year. Next offered in 1976. 3 sem. hrs.

Mg. 338—Production Management

The purpose of this course is to acquaint the student with the conditions under which production and operations management occur. It stresses the roles managers and workers have in a technically dynamic society. The course provides background information of the multiple facets of production to illustrate the complexities of the alternatives facing managers who must determine the allocation of the resources available to them. Prerequisites: Econ. 201, 202; Math 115, 116; Econ. 310, 311. 3 sem. hrs.

Mg. 338—Production and Operations Management

This course is concerned with the study of planning, design, analysis, and control of various organizational systems, whether public or private, profit-oriented or otherwise, product-oriented or service-oriented. With the development of sophisticated analytical techniques, availability of computer technology, development of behavioral theories, and awareness of the need of systems approach to effectively solve complex dynamic managerial problems of today and tomorrow, production and operations management has become quite an inter-disciplinary subject. As such, the course emphasizes an integrative and consistent system of thought from

the viewpoint of professional management as applied to production and operations function. Readings, case studies, term reports, problems, and computer usage. Prerequisites: Math. 100, 115, 116; CompSci. 121; Econ. 310, 311; Mg. 370. Fall and Spring Semesters. 3 sem. hrs.

Mg. 341—Collective Bargaining

Principles and Cases. The development of a national labor policy; the background and techniques of collective bargaining; the nature of the contract; mediation and arbitration; union security and management rights; job rights and due process; collective bargaining and the public sector. Prerequisite: Econ. 201, 202. Spring every other year. Next offered in 1976. 3 sem. hrs.

Mg. 345—Organization Strategy: Design and Implementation

Designed to develop skill in (a) identifying problems, (b) analyzing them, (c) devising realistic solutions to the problems, and (d) making oral and written presentations of investigations and decisions reached. Taught by case method, covering a wide range of situations, usually involving more than one functional area of the business. Typical problems relate to goals, organization control systems, leadership, products and markets, finance, etc. Students are expected to have a good grounding in management principles as well as other functional areas such as finance, marketing, accounting, etc. Restricted to seniors. Prerequisites: Fall and Spring Semesters. 3 sem. hrs.

Mg. 346—Executive Decision Making

This is a computerized executive decision-making course. It provides a working knowledge of the inter-relationships of the several business disciplines and study programs in simulated competitive free enterprises. Organizational strategy studies and annual reports are submitted by student groups to further illustrate typical corporate activities. Prerequisite: Senior standing. Fall and Spring Semesters. 3 sem. hrs.

Mg. 360—Organizational Behavior

This course focuses on the organizational aspects of human behavior. It is concerned with helping students of business management improve their own personal competence in understanding and dealing with the many human problems that arise in complex organizations. Concepts, research findings, and cases relevant to individual, work group, supervisory, and intergroup behavior are examined and discussed. Prerequisites: G.B. 105; Mg. 205. Fall Semester. 3 sem. hrs.

Mg. 362—Psychology in Management

Development and applications of behavior principles, methods, and skills which underlie managerial competence in preventing and solving problems within and between individuals and groups and aid in effective utilization of human resources. Various laboratory procedures are used to highlight concepts, methods and skills and furnish pracitice in applying them to management problems. Primary focus is upon upgrading the problem solving relationships between the manager and his subordinates. These principles can be applied to interpersonal relationships off the job as well. Prerequisites: None. Spring Semester. 3 sem. hrs.

Mg. 365—Energy Management and the Environment

This course is designed to acquaint the student with the role of energy in modern civilization. Areas covered will include sources of energy, industrial and consumer utilization, energy-related Federal and State energy controls, domestic and international impact of projected shortages, environmental implications, and possible energy substitutes. The economic and business aspects of energy management will be stressed, and possible energy-environmental conflicts will be considered. Spring Semester. 3 sem. hrs.

Mg. 370—Decision Sciences

This course surveys various decision sciences techniques used in managerial decision-making. While the historical, philosophical, methodological, formulation, solution, interpretation, implementation and futuristic aspects of current decision models are examined, emphasis would be on model-building and on model-applications in accounting, administration, economics, finance, logistics, marketing, production, and the like. Topics include transportation, assignment and nework models; linear, nonlinear, integer, dynamic, stochastic and goal programming techniques: marginal and sensitivity analysis; decision and game theories; Markov analysis; Pert, scheduling and sequencing models; inventory, queuing and replacement models; plant location, capital budgeting and investment planning models (and heuristics and simulation). Canned computer programs may be utilized to solve some of the decision sciences problems. Prerequisites: Math. 100, 115, 116; CmpSci. 121; Econ. 310, 311. 3 sem. hrs.

Marketing

Mk. 205—Basic Marketing

This basic course acquaints the student with the nature and scope of modern marketing management. It is a prerequisite for all other marketing courses. It outlines the areas in which decisions are made in developing and implementing marketing activities at all levels of production and distribution. This is the required terminal course in marketing for non-marketing majors. Fall and Spring Semesters. 3 sem. hrs.

Mk. 310—Marketing Research

Analyze marketing problems and basic research designs. Included in the topics are: basic data collection methods; formulation of problems; sources of information; composition of data collection forms; design of samples; tabulation of data; analysis of data; and preparation of reports. Actual problems and cases are utilized. Application of marketing research is related to motivation, product, advertising, sales control, and other areas of marketing. Prerequisites: Mk. 205, Econ. 311, Math. 116. Econ. 311 may be taken concurrently with this course. Fall. 3 sem. hrs.

Mk. 311—Human Factors in Marketing

The study of marketing in terms of human factors, to include consumer motivation and buying practice, advertising, public relations, sales force management, product design, and product distribution. Prerequisite: G.B. 105, Mkt. 205. Fall. 3 sem. hrs.

Mk. 312—Quantitative Factors in Marketing

Price and distribution application of quantitative methods to include advertising, sales, location and channel analysis, decision making and distribution methods. Prerequisites: Q.M. (if approved). Spring. 3 sem. hrs.

Mk. 330—International Marketing

This course provides an understanding of the elements of international marketing from the manager's point of view. Subjects covered may include organizing and planning for international marketing. international market entry and expansion, international product policies and market strategies, international merchandising and pricing, international advertising, international distribution, licensing and franchising internationally, and international market research. Prerequisite: Mk. 205. Fall every other year. Next offered in 1974. 3 sem. hrs.

Mk. 331—Current Issues in Marketing

The study of current local and national issues in marketing which impact on both marketing and society. (Examples: Consumerism; Marketing for minorities; Alleged social dysfunctional effects of marketing; and the impact of the energy crisis on marketing). Prerequisite: Mk. 205. Spring every other year. Offered in 1975. 3 sem. hrs.

Mk. 340—Advertising (Formerly Mk. 308)

The study of advertising from a business manager's point of view; the roles of the advertiser, the agency, the media, and the consumer; advertising techniques; advertising evaluation; small business advertising; current issues in advertising. Prerequisites: Mk. 311, 312. (or permission of instructor). Fall. 3 sem. hrs.

Mk. 341—Marketing Distribution (formerly Mk. 311)

Review of recent developments and study of current practices in distribution by functional areas; wholesaling; retailing; transportation; credit, and related activities. Comparative analysis of competitive distributional practices emphasize dual objectives of modern marketing, customer satisfaction, and profitable enterprise. Prerequisites: Mk. 311, 312. Fall. 3 sem. hrs.

Mk. 342—Retailing (formerly Mk. 320)

The study of problems and practices currently practiced by major types of retailers in the management of their activities. Prerequisites: Mkt. 311, 312. (or permission of instructor). Spring. 3 sem. hrs.

Mk. 346—Advanced Marketing Strategy

A variety of marketing problems are analyzed and decisions for their solutions are reached. The management point of view is emphasized in making the decisions. Both Behavioral and Quantitative methods will be used. The areas for decision making—including but not limited to products, channels, price, and location—are explored. Case problems give the student competence in defining problems, working out alternative solutions, and selecting the optimum action. Prerequisites: Mkt. 311, 312. Spring. 3 sem. hrs.

Mathematics

Dialog Course: Math 122.

Math for Bus 109—Business Mathematics

The objective of this course is to equip the student with the mathematical tools necessary for success in other business courses such as accounting, marketing, finance, etc. It is a skill rather than theory course. 3 sem. hrs.

Math for Bus 110—Finite Mathematics

Linear equations and programming; quadratic, trigonometric, logarithmic and exponential functions, matrices, probability; mathematics of finance. Prerequisite: proficiency in high school algebra. 3 sem. hrs.

Math for Bus 210—Continuous Mathematics

Differential and integral calculus, with applications to business and economics. Prerequisite: Mathematics for Business 110. 3 sem. hrs.

Math 113–114—The Number Systems and Informal Geometry

A course specifically designed according to CUPM recommendations for the elementary school teacher. OPEN ONLY TO ELEMENTARY EDUCATION MAJORS. 3–3 sem. hrs.

Math 115–116—Mathematics for Social Studies

This course offers a wide variety of topics which will serve the social science major as analytical and quantitative tools and broaden his appreciation for mathematical patterns and procedures. Included are introductions to the concepts of probability and statistics, mathematical sequences with applications, flow charting and computer programming, matrices and linear programming, trigonometric functions, and some fundamental concepts in calculus. 3–3 sem. hrs.

Math 121–122—Mathematics for Humanities

This is a course for humanities majors, designed to develop intellectual curiosity about mathematics, its nature and spirit. The approach is that of a search for patterns, the forming of conjectures, and the study and application of these. An outstanding result of the approach is a sharpening of general analytical thinking. This is more meaningful than in earlier courses taken in high school because of the greater maturity and more sophisticated academic environment of the student. The course covers a variety of topics from number theory, set theory, logic, probability, number systems, simple topological properties, finite math and an introduction to computer programming. 3–3 sem. hrs.

Math 122—DC History and Cultural Aspects of Math

Mathematics 122 will discuss the history of Statistics beginning with John Graunt (1620–1674) who founded this branch of mathematics. The student will surely find this an exciting and useful area of Cultural mathematics. The next area of interest will be the Computer Linear Programming, Operational Research, Game Theory, Topology, and a special section on mathematics in the Humanities and Social Sciences. Hopefully, the course will end with more History of Mathematics. 3 sem. hrs.

Math 131—Modern Geometry

A course designed for those who will be teaching SMSG geometry. 3 sem. hrs.

Math 150—Algebra and Trigonometry

This course is a preparation for those who are deficient in Algebra and Trigonometry and also for those who plan to take Calculus. Fundamental applications in Algebra – Factoring – Exponents – Quadratic Equations – Trigonometric functions. 3 sem. hrs.

Math 201—Introductory Linear Algebra

Linear spaces, linear transformations and matrices, multilinear forms, inner product, characteristic values. 3 sem. hrs.

Math 211–212—Introduction to Abstract Systems

An introductory course in abstract algebraic systems, groups, rings, fields, extension fields and transfinite arithmetic. Prerequisite Math 201. 3–3 sem. hrs.

Math 241–242—Introductory Probability and Statistics

This course is designed as an introduction for applications in the fields of business administration, social sciences and education. Emphasis is placed on technical skills and interpretation of results with enough basic theory for good understanding. 3–3 sem. hrs.

Math 257–258—Basic Analysis

This beginning college analysis course introduces the science and math majors to the concepts of two and three dimensional geometric analysis and calculus of functions of one variable. Prerequisite: Four years high school mathematics or consent of the Department Chairman. 3–3 sem. hrs.

Math 259–260—Intermediate Analysis

The student expands his understanding into the calculus of several variables and the solving of differential equations bringing the tool of linear algebra to bear on analysis. Prerequisite: Math 201, 258. 3–3 sem hrs.

Math 311—Theory of Sets

A study of infinite sets and the associated arithmetic of transfinite cardinal and ordinal numbers. Prerequisite: Math 212. 3 sem. hrs.

Math 317—Mathematics Curricula and Materials for Secondary Schools

An intensive study of current SMSG and other materials available for secondary school mathematics. Prerequisite: Math 212, 258. 3 sem. hrs.

Math 320—History of Mathematics

From the primitive origins of mathematics to the "New Mathematics" of the Twentieth Century. Prerequisite: Math 201, 258. 3 sem. hrs.

Math 321–322—Linear Algebra

This second course introduces or expands topics such as vector spaces, matrices, determinants, eigenvalues, linear functionals, bilinear forms; orthogonal, hermitian and unitary matrices; vector geometry and applications in various applied fields. Prerequisite: Math 212. 3–3 sem. hrs.

Math 323—Theory of Numbers

This course will appeal to the mathematician and teacher including such topics as: divisibility, prime numbers, Euclidean algorithm, fundamental theorem of arithmetic, congruences, diophantine equations, and indices. This theory is fundamental in all branches of mathematics and plays a role in many mathematical games. 3 sem. hrs.

Math 324—Lattice Theory

Sublattices, ideals, homomorphisms, distributive and modular lattices, partially ordered sets, chains, Boolean algebras. Prerequisite: Math 212. 3 sem. hrs.

Math 325–326—Abstract Algebra

This second course includes an indepth treatment of some aspects of group, ring, and field theory. Prerequisite: Math 212. 3–3 sem. hrs.

Math 327—Group Theory

Cyclic groups, normal subgroups, factor groups, homomorphisms, direct products finitely generated Abelian groups, permutations, Sylow theorems, normal and subnormal series, free groups, groups representations. Prerequisite: Math 212. 3 sem. hrs.

Math 328—Rings and Fields

Quotient rings and ideals, noncommutative rings, rings of polynomials, unique factorization and Euclidean domains, field extensions, geometric constructions, finite fields, Galois theory. Prerequisite: Math 212. 3 sem. hrs.

Math 334—Modern Geometry

A study of the postulational or axiomatic geometry of planes, with emphasis on the coordinatization of affine and projective planes. This study also includes metric postulates for the Euclidean plane. Prerequisite: Math 212. 3 sem. hrs.

Math 335—Projective Geometry

Analytic and synthetic projective geometry; finite planes, and the algebraic structures associated with them. 3 sem. hrs.

Math 336—Topics in Geometry

This course will provide an indepth study of one or two selected topics in Geometry directed toward the particular interests of the group of students registered for it. This will be of special value to those planning a career in teaching. 3 sem. hrs

Math 337–338—Survey of Geometry

Intended for secondary school teachers. Prerequisite: Math 212, 258. 3–3 sem. hrs.

Math 347–348—Mathematical Probability and Statistics

This course presents a solid foundation of probability theory from the mathematical point of view and uses this to introduce the essential ideas of point estimation, tests of hypotheses and confidence intervals. Prerequisite: Math 260 or consent of instructor. 3–3 sem. hrs.

Math 352—Differential Equations

This course introduces the methods and underlying theory for the solution of ordinary differential equations. Prerequisite: Math 260. 3 sem. hrs.

Math 361–362—Advanced Calculus

A deeper look is taken at many fundamental concepts of analysis with special attention to linear methods as applied to the calculus of several variables. The topics treated include extrema, Jacobians, uniform continuity, line and surface integrals, differentials, integration theory; Taylor, power and Fourier series. Prerequisite: Math 201, 260. 3–3 sem. hrs.

Math 363–364—Complex Analysis

The student's investigation will include analytic functions, Cauchy's integration theory, series representation, conformal mapping, analytic continuation and the fundamental theorem of algebra. Corequisite: Math 361–362. 3–3 sem. hrs.

Math 365–366—Real Analysis

This advanced course in analysis will lead the student on to more exotic investigations of real functions through theorems credited to Cantor, Bolzano, Wierstrass, Borel and others. Uniform convergence, covering sets, almost continuous functions, Lebesque integrals will be among the included topics. Corequisite: Math 361–362. 3–3 sem. hrs.

Math 367—Theory of Games

An introduction to the mathematical theory of games of strategy. Games of strategy involve conflict among individuals or groups capable of rational activity and are thus distinguished from games of chance. The theory has applications in economics, statistics and military strategy. Emphasis in this course is placed on the mathematical theory rather than its applications. By permission of the instructor only. 3 sem. hrs.

Math 371–372—General Topology

The emerging mathematician will acquaint himself with basic concepts from the topics of topological spaces. Hausdorff spaces, connectedness, metric spaces, continuous mappings, separability, compactness and product spaces. Corequisite: Math 361–362. 3–3 sem. hrs.

Math 381–382—Applied Mathematics

A course designed to illustrate the application of mathematics to one or more fields by considering the aspects of model building and to further develop theory and techniques relevant to the needs of the field. The applications will normally be in the area of physical sciences, however, when sufficient interest exists sections oriented for other areas will be given. Topics covered will include partial differential equations, boundary value problems, eigen functions, analytic functions, Green's functions, perturbation techniques and approximation methods. Prerequisite: Math 260. 3–3 sem. hrs.

Math 391–392—Mathematics Seminar

This is a student participation seminar. Topics from various branches of mathematics will be presented, discussed and argued by the students with the professor acting as a guide and stimulant. Topics for the semester will be selected before or during the first meeting. By invitation only. 1 to 3 sem. hrs.

Math 395–396—Introduction to Mathematical Research

Content depends on the interest and background of the student. By invitation only. 1 to 3 sem. hrs.

Medical Technology

MedTch 101—Introductory Medical Technology

A course designed to instruct the student in the ethics of the profession, the care and use of laboratory equipment and the principles and practice of Medical Technology. 1 sem. hr.

MedTch 102—Clinical Parasitology

An intensive study of Medical Protozoology and Helminthology as related to blood, urine, and feces. 2 sem. hrs.

MedTch 104—Clinical Parasitology Laboratory

Study and performance of concentration methods and staining procedures used in the laboratory for diagnosis of parasites in blood, urine, and feces. An intensive microscopic study of Morphology of Protozoans and Helminths. 2 sem. hrs.

MedTch 201—Hematology

This course is a thorough study of blood and blood forming tissues. It considers the histology, physiology and morphology of blood and those aspects which will throw light upon the disorders of blood. 2 sem. hrs.

MedTch 203—Hematology Laboratory

A laboratory course covering principles, techniques and application of hemotological procedures. It includes intensive microscopic study of the morphology of normal and abnormal blood cells; and the study of coagulation disorders. 2 sem. hrs.

MedTch 205—Human Physiology

An intensive lecture, laboratory plus demonstration course relating to the mechanisms of homeostasis and basic human physiology to the detection of disease in the clinical laboratory. Prerequisite: BioSci 101–102. This course is offered in the summer session only. 4 sem. hrs.

MedTch 211—Histotechnology Lecture

An all encompassing lecture course designed to acquaint the student with the essentials of histology, tissue preparation and sectioning, and clinical laboratory procedures related to cells and tissues such as immunoflourescence and cytochemical testing. Prerequisite: BioSci 209, MedTch 205. 2 sem. hrs.

MedTch 213—Histotechnology Laboratory

Microscopic examination of tissues and organs, preparation of tissues for examination, and performance of clinical laboratory tests related to cells and tissues. Prerequisite: BioSci 209, MedTch 205. 2 sem. hrs.

MedTch 301—Clinical Medical Technology

This course is designed to correlate theory with practical applications to problems in the clinical laboratory and also to keep students aware of current development in laboratory procedures. This is a conference discussion oriented course with student participation and guest lecturers. 1 sem.hr.

MedTch 302—Clinical Medical Technology

A continuation of Medical Technology 301. 2 sem. hrs.

MedTch 304—Pathogenic Bacteriology

The lectures and laboratories of this course are designed to acquaint the Medical Technology student with techniques, methods, differential media and reagents used

to identify and report pathogenic bacteria clinically. Prerequisite BioSci 301, one year Chemistry. 4 sem. hrs.

MedTch 305—Bioanalysis

This course covers principally the kidney, stomach and liver and their functions as related to laboratory procedures. Basic material is toxicology, endocrinology, enzymology and electrolyte studies is also included. Prerequisite: BioSci 209 and MedTch 205. 2 sem. hrs.

MedTch 306—Immunology Lecture

A course designed to provide basic understanding of the chemical, physical and biological properties of antigens and antibodies, biological aspects of antibody formation in "in vivo" and "in vitro" antigen antibody interactions. 2 sem. hrs.

MedTch 307—Clinical Chemistry Laboratory

A course in the principles and procedures of chemical tests performed on serum and urine. It includes the physical, chemical, and microscopic examination of urine, chronic ganadotropin assays, serum enzyme assays, gastric analysis, hepatic profile studies and basisc serum chemical methods. 2 sem. hrs.

MedTch 308—Clinical Serology

A laboratory course covering the principles and techniques of serological procedures utilized in the diagnostic problems in the laboratory. The course also includes the study of blood-banking techniques. 2 sem. hrs.

MedTch 309—Instrumentation

The purposes of this course are to cover the principles of operation of laboratory instruments, to point out the accuracy and limitations of each instrument, to do the basic calculations involving quantitative analysis with each instrument, and to learn some of the simple troubleshooting and to make minor repairs and adjustments. 1 sem. hr.

MedTch 310—Histology Lecture

This course is designed to acquaint the student with essential structures and characteristics of the tissues and organs of the human body. Prerequisite: BioSci 209 and MedTch 205. 2 sem. hrs.

MdTch 311—Histology Laboratory

Methods of preparing tissues and organs and the microscopic study of stained tissues and organs. 2 sem. hrs.

MedTch 430–495—Hospital Technical Training

This is a hospital training course and includes practical application of principles of Medical Technology which have been covered in the preceding courses in the department. This course is of one calendar year (twelve months) duration beginning at the end of the junior year. It is taught in various local hospitals which have been approved by the American Medical Association and the American Society of Clinical Pathologists. Practical laboratory technical experience is allowed for this course.

To comply with recommendations by ASCP Board of Schools credit hours are given to each block of training in the Hospitals. 16-17 sem. hrs.

Military Science

MS 101—Military Science

Comprehension of United States Army military procedures including rank structure, customs, courtesies and traditions; basic rules of discipline and the develop-

ment of morale and esprit de corps. Develop ability to navigate on land. A study of leadership styles. Develop the ability to present an idea orally and in writing. 2 sem. hrs.

MS 102—Military Science

The National Defense Organization; a comprehension of the consequence of war and the chain of economic, social and political breakdowns that may lead to warfare. Develop an insight to leadership through analysis of past leaders and their characteristics and traits. Missile and weapon employment. 2 sem. hrs.

MS 201—Military Science

Achieve a sound knowledge of American military history, our leaders, and the key political aspects of each era of study. Aerial photograph reading, land navigation, and patrolling techniques. 3 sem. hrs.

MS 202—Military Science

Introduction to and fundamentals of military research; employment of U.S. ground forces and basic tactics; troop leading procedures, an insight to leadership and its applicability to all professions. Develop ability to communicate with others through exposure to role playing and group dynamics. 3 sem. hrs.

MS 301—Military Science

Tactical employment of small units, coordination of individual and military team efforts, techniques employed by guerilla forces in modern welfare, and the roles of the various branches of the Army. Presentation of research paper. 3 sem. hrs.

MS 302—Military Science

The decision making process, span of control, delegation of authority and their application to leadership and management problems. Develop student's ability to express himself clearly and accurately in the analysis of these problems. Develop leadership ability through actual leadership experience. 3 sem. hrs.

MS 351—Military Science

Correct staff procedures, staff and command relationships and development of the problem-solving process. Application of the Principles of War. Airmobile techniques, logistics management. 3 sem. hrs.

MS 352—Military Science

Analysis of selected leadership and management challenges involved in unit administration, military justice and the Army Readiness program; the position of the United States in the contemporary world scene; obligations and responsibilities of an Army officer on active duty; the chain of command and officer-enlisted relationships. 3 sem. hrs.

MS 354 (Fall) and 356 (Spring)—Military Science

All students enrolled in Army ROTC will attend a weekly laboratory period which is an extension of classroom work and is essential to the development of leadership and management traits. No academic credit.

Music

Mus 011–012—Elements of Music Theory

Pitch and rhythmic notation, clefs, key and metric signatures, intervals, rhythmic and melodic sight reading. This course or a satisfactory score on the Loyola Theory Test is required of all students entering Mus 111. 3–3 sem. hrs.

Mus 025–026—Applied Fundamentals
Applied study designed for achieving pre-freshman or pre-upperdivision performance ability. 2–2 sem. hrs.

Mus 103—Italian Diction 1 sem. hr.

Mus 104—French Diction 1 sem. hr.

Mus 105—German Diction 1 sem. hr.

Mus 106—Vocal Repertoire
Early English and Italian repertoire; taken concurrently with voice. 0 sem. hr.

Mus 107–108—Recital Hour 0–0 sem. hrs.

Mus 111—Theory I
Properties and notation of tone; tonality; melodic cadences; structural and decorative pitches; motive, phrase, form; two-voice counterpoint. Aural perceptive training is continuous. Prerequisite: Mus 012 or equivalent. 4 sem. hrs.

Mus 112—Theory II
Three-voice melodic composition; chord structure; homophonic four part textures; diatonic traids, dominant seventh chords, inversions, ternary form. Aural perceptive training is continuous. Prerequisite: Mus 111. 4 sem. hrs.

Mus 120—Basic Ballet
Course of basic ballet techniques; exercises and steps. 1–1 sem. hr.

Mus 121–122—Piano Class 2–2 sem. hrs.

Mus 123–124—Non-Major Applied Study
Class study in guitar, piano,, and voice. Open to non-music majors only. 1–1 sem. hr.

Mus 125–126—Major Instrument
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments 2–2 sem. hrs.

Mus 127–128—Major Instrument
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments. 3–3 sem. hrs.

Mus 130—Intermediate Ballet
Intermediate exercises on ballet technique and steps. 1-1 sem. hr.

Mus 151—Introduction to Music Therapy
A survey of music therapy, its history, basic concepts, and areas of clinical practice. A general information course, open to all students regardless of degree program. 2 sem. hrs.

Mus 161–162—Strings Class
Fundamentals of teaching string instruments; techniques, methods, materials. 1–1 sem. hr.

Mus 163–164—String Ensemble
Rehearsal and performance of string and orchestral literature. Open to all university students. 1–1 sem. hr.

Mus 181–182—Woodwind Ensemble
Study and performance of chamber music for all combinations of woodwind instruments. Membership by audition. 1–1 sem. hr.

Mus 183–184—Brass Ensemble

Experience in ensemble playing for such groups as trios, quartets, and quintets of various instrumentation. Membership by audition. 1–1 sem. hr.

Mus 185–186—Opera Workshop

Instruction in stage department and standard operatic literature. Roles are assigned in scenes from various operas to be memorized and performed publicly. Membership by audition. 1–1 sem hr.

Mus 187–188—Grand Chorus

Open to all University students, faculty and alumni. Performance of larger choral works with orchestral accompaniment. 1–1 sem. hr.

Mus 189–190—University Chorus

A large choral organization open to all University students. 1–1 sem. hr.

Mus 191–192—University Chorale

Open to all university students by audition. Performance of literature from standard choral repertoire past and present. 1–1 sem. hr.

Mus 193–194—Jazz/Lab Band

An ensemble for the study of literature and rehearsal techniques for the stage band; performance and scoring. Students accepted by audition. 1–1 sem. hr.

Mus 195–196—University Band

Rehearsal and performance of standard concert band repertoire. Membership by audition. 1–1 sem. hr.

Mus 197–198—Madrigal Choir

A select vocal ensemble stressing music from the 14th through the 18th centuries. Emphasis on performance of chansons and madrigals of the early Renaissance. 1–1 sem hr.

Mus 206—Vocal Repertoire

Classical and Romantic repertoire; taken concurrently with voice. 0 sem. hrs.

Mus 207–208—Recital Hour

Continuation of Mu. 108. 0–0 sem. hrs.

Mus 211—Theory III

Secondary dominants, modulation; rondo form; diatonic seventh chords. Aural perceptive training is continuous. Prerequisite: Mus 112. 4 sem. hrs.

Mus 212—Theory IV

Variation forms; sonata allegro; ninth, eleventh, and thirteenth chords; neo-tonality. Aural perceptive training is continuous. Prerequisite: Mus 211. 4 sem. hrs.

Mus 213–214—Composition Essentials

Original writing using tonal and/or rhythmic materials assigned by the instructor. Songs and pieces for the student's major instrument are required. 2–2 sem. hrs.

Mus 221–222—Piano Class 2–2 sem. hrs.

Mus 225–226—Major Instrument

Continuation of Mus 126. 2–2 sem. hrs.

Mus 227–228—Major Instrument

Continuation of Mus 128. 3–3 sem. hrs.

Mus 231–232—Introduction to Music Literature

Fundamentals of music; a basic approach to music literature and musical styles. (For non-majors). 3–3 sem hrs.

Mus 238—Introduction to Music Literature

Emphasis on listening techniques, melody, harmony, rhythm, and textures; form types: imitative, variation, improvisatory, sectional; timbre. For majors only. 2 sem. hrs.

Mus 240—Ballet Choreography Laboratory

Creation of dance forms; recital at the end of the semester. 2 sem. hrs.

Mus 251–252—Pre-Clinical Experience

Students are expected to work as volunteers in a psychiatric or rehabilitation institution for a period of two hours per week for one semester. 1–1 sem. hr.

Mus 261–262—Brass and Percussion Pedagogy

Fundamentals of tone production; acoustics of instruments; individual instrument characteristics, fingerings, techniques; materials and music for elementary, middle and senior high schools; application of concepts and principles to teaching-learning situations. 1–2 sem. hrs.

Mus 281–282—Woodwind Ensemble

Continuation of Mus 182. 1–1 sem. hr.

Mus 283–284—Brass Ensemble

Continuation of Mus 184. 1–1 sem. hr.

Mus 285–286—Opera Workshop

Continuation of Mus 186. 1–1 sem. hr.

Mus 287–288—Grand Chorus

Continuation of Mus 188. 1–1 sem. hr.

Mus 289–290—University Chorus

Continuation of Mus 190. 1–1 sem. hr.

Mus 291–292—University Chorale

Continuation of Mus 192. 1–1 sem. hr.

Mus 293–294—Jazz/Lab Band

Continuation of Mus 194. 1–1 sem hr.

Mus 295–296—University Band

Continuation of Mus 196. 1–1 sem. hr.

Mus 297–298—Madrigal Choir

Continuation of Mus 198. 1–1 sem. hr.

Mus 306—Vocal Repertoire

Twentieth century vocal repertoire; taken concurrently with voice. 0 sem. hrs.

Mus 307–308—Recital Hour

Continuation of Mus 208. 0–0 sem. hrs.

Mus 310—Junior Recital

Required of all B. M. majors. 0 sem. hrs.

Mus 311—Counterpoint I

Analysis and writing in the style of the vocal music of the late Renaissance. 2 sem. hrs.

Mus 312—Counterpoint II

Analysis and writing in the style of the instrumental music of the late Baroque. 2 sem. hrs.

Mus 313–314—Composition

Continuation of Mus 214. A three-movement sonata containing a fugal development section is required. Prerequisite: Mus 214. 3–3 sem. hrs.

Mus 315—Orchestration I

A study of the capabilities and the limitations of orchestral string instruments: band, woodwind, brass, and percussion instruments; the human voice. Scoring for choirs of these instrumental families. Prerequisite: Mus 212. 2 sem. hrs.

Mus 316—Orchestration II

Continuation of Mu. 315. Study of voicings and dynamic balance among instrumental (including voice) families. Scoring for major media will be assigned according to each student's primary applied music area and/or his particular interest. Prerequisite: Mus 315.

Mus 320—Ballet Repertory

The study of dances from ballet and opera. Recital at the end of the semester. 2 sem. hrs.

Mus 323–324—Guitar Class 1–1 sem. hr.

Mus 325–326—Major Instrument

Continuation of Mus 226. 2–2 sem. hrs.

Mus 327–328—Major Instrument

Continuation of Mus 228. 3–3 sem. hrs.

Mus 329–330—Minor Instrument 2–2 sem. hrs.

Mus 333–334—Orchestral Literature

A study of literature and forms written for the orchestra. 2–2 sem. hrs.

Mus 335–336—Vocal Literature

Study of standard vocal repertoire ranging from pre-classical to contemporary. Music performed by class members or presented through recordings. Emphasis on style, interpretation, and presentation of solo materials for all classifications. 2–2 sem. hrs.

Mus 337—History I

Music of the Classical-Romantic era. 3 sem. hrs.

Mus 338—History II

Music of the Classical-Romantic era. 3 sem. hrs.

Mus 341—Piano Pedagogy

Required of all piano and piano pedagogy majors. Instruction in private and class piano teaching, methods, and materials. 3 sem. hrs.

Mus 342—Piano Literature

Required of all piano and piano pedagogy majors. Survey of standard keyboard literature from the four areas of music. 3 sem. hrs.

Educ 350—Student Teaching 6 sem. hrs.

Educ 351—Education Methods

The teaching of music in the secondary school. Emphasis on organization and management of school performing groups. Teaching techniques; materials, and literature—choral or instrumental according to area of concentration. 3 sem. hrs.

Mus 351—Hospital Techniques

Procedures involved in developing and maintaining a goal-directed music therapy program in State V.A., and private hospitals; programming for specific types of patients, techniques in dance therapy; rhythm band; group sing. 2 sem. hrs.

Mus 361–362—Woodwinds Class

Fundamentals of embouchure formation, fingering, breathing; principles of pedagogy relating to all woodwind instruments; use and relationship for band and orchestra; methods and materials for elementary, junior and senior high schools. 2–2 sem. hrs.

Educ 364—Teaching Music in the Secondary Schools

Introduction to acoustics; the psychology of learning and teaching music; the nature and testing of musical aptitude and ability; philosophy of music education. 3 sem. hrs.

Mus 363–364—String Ensemble

Continuation Mus 264. 1–1 sem. hrs.

Mus 365—Essentials of Conducting

Vocal or instrumental; applied conducting; basic conducting techniques; use of the baton; techniques for rehearsal and performance. 2 sem. hrs.

Mus 366—Instrumental Conducting

Continuation of Mus 365, with emphasis on standard band and orchestral literature rehearsal procedures, and historical styles. 2 sem. hrs.

Mus 368—Choral Conducting

Continuation of Mus 365; emphasis on choral literature, rehearsal procedures, and historical styles. 2 sem. hrs.

Mus 381–382—Woodwind Ensemble

Continuation of Mus 282. 1-1 sem. hr.

Mus 383–384—Brass Ensemble

Continuation of Mus 284. 1–1 sem. hr.

Mus 385–386—Opera Workshop

Continuation of Mus 286. 1–1 sem. hr.

Mus 387–388—Grand Chorus

Continuation of Mus 288. 1–1 sem. hr.

Mus 389–390—University Chorus

Continuation Mus 290. 1–1 sem. hrs.

Mus 391–392—University Chorale

Continuation of Mus 292. 1–1 sem. hr.

Mus 393–394—Jazz/Lab Band

Continuation of Mus 294. 1–1 sem. hr.

Mus 395–396—University Band

Continuation of Mus 296. 1–1 sem. hr.

Mus 397–398—Madrigal Choir

Continuation of Mus 298. 1–1 sem. hr.

Mus 407–408—Recital Hour

Continuation of Mus 308. 0–0 sem. hrs.

Mus 410—Senior Recital

Required of all B.M. degree programs. 0 sem. hrs.

Mus 411—Form and Analysis I

Formal and harmonic analysis of music from Wagner to the early 20th century neotonal composers. Prerequisite: Mus 212. 2 sem. hrs.

Mus 412—Form and Analysis II

A study of mid-20th century music and its background. Prerequisite: Mus 212. 2 sem. hrs.

Mus 413–414—Composition

Continuation of Mus 314. A work of ten minutes minimum duration written for one or more major ensemble(s) is required. Prerequisite: Mus 314. 2–2 sem. hrs.

Mus 423–424—Guitar Class

Continuation of Mus 324. 1–1 sem. hr.

Mus 425–426—Major Instrument

Continuation of Mus 326. 2–2 sem. hrs.

Mus 427–428—Major Instrument

Continuation of Mus 328. 3–3 sem. hrs.

Mus 437—Pre-Baroque History

Music history and literature from antiquity through the Renaissance. Prerequisite: Mus 238. 2 sem. hrs.

Mus 438—Contemporary History

Literature of the Post-Romantic and Contemporary eras. Prerequisite: Mus 238. 2 sem. hrs.

Mus 443–444—Piano Pedagogy Practice

Required of piano pedagogy majors. Practice teaching guided by the instructor. Prerequisite: Mus 341–2. 2–2 sem. hrs.

Mus 452—Psychology of Music I

Acoustics of music: sound waves and their characteristics; vibratory sources of sounds; anatomy of the hearing process; theories on hearing, neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent. 3 sem. hrs.

Mus 453—Influence of Music on Behavior I

Historical orientation, the medical use of music; the pre-Socratics; Plato and Aristotle; Aristoxenus; the transmission of Greek knowledge to the Middle Ages; the beginnings of activity or adjunctive therapy, Pinel, Tuke, Simmel, Aichorn. 3 sem. hrs.

Mus 454—Hospital Orientation

Review of psychiatric terminology; professional ethics; hospital organization, State, V.A. and private; management of neurotic behavior. 2 sem. hrs.

Mus 456—Clinical Training

Six months experience in an approved psychiatric hospital under the direction of a registered music therapist is required. If the student wishes to work in a setting other than the psychiatric hospital, an additional two months training is required in the specialty of his choice. 1 sem. hr.

Mus 463-464—String Ensemble

Continuation of Mus 364. 1–1 sem. hr.

Mus 481–482—Woodwind Ensemble

Continuation of Mus 382. 1–1 sem. hr.

Mus 483–484—Brass Ensemble
Continuation of Mus 384. 1–1 sem. hr.

Mus 485–486—Opera Workshop
Continuation of Mus 386. 1–1 sem. hr.

Mus 487–488—Grand Chorus
Continuation of Mus 388. 1–1 sem. hr.

Mus 489–490—University Chorus
Continuation of Mus 390. 1–1 sem. hr.

Mus 491–492—University Chorale
Continuation of Mus 392. 1–1 sem. hr.

Mus 493–494—Jazz/Lab Band
Continuation of Mus 394. 1–1 sem. hr.

Mus 495–496—University Band
Continuation of Mus 396. 1–1 sem. hr.

Mus 497–498—Madrigal Choir
Continuation of Mus 398. 1–1 sem. hr.

Philosophy

Mode of Thought Courses: Phil 111, 112, 113, 114, 116

Dialog Courses: Phil 211, 321

Phil 111—MT—Prejudice and Poverty
This course will attempt to introduce the student to philosophizing through an analysis and criticism of the underlying mental structures which establish and maintain areas of prejudice and attitudes toward poverty. 3 sem. hrs.

Phil 112—MT—God and Atheism
An attempt to introduce the student to philosophy through a dialogue which arises from the theistic or naturalistic attitudes toward the nature of man, his experience, and the nature of the world in which he lives. 3 sem. hrs.

Phil 113—MT—Science, Technology and Culture
An introductory study of how the pursuit of science in western culture tradition has affected the values and structures of society; how science through its application, technology, has affected social, political and ethical attitudes. 3 sem. hrs.
3 sem. hrs.

Phil 114—MT—Freedom and Oppression
An attempt to define and evaluate moral, political, and social freedom. The course includes analysis of movements, structures, institutions, processes, and rhetoric of oppression, participation, and liberation. 3 sem. hrs.

Phil 116—MT—Rights and Revolution
A philosophical investigation of the origin and the nature of the concept of "right", the validity of claims about rights, and the nature and justification of revolution. The course studies comparatively the U.S. Declaration of Independence and the U.N. Universal Declaration of Human Rights, tracing the philosophical transition that leads from one to the other. 3 sem. hrs.

Phil 119—DC—Modern Isms

The theoretical foundations of modern systems of political order: Communism, Facism, Anarchism and Democratic Liberalism. The course investigates the common theoretical basis of all modern "isms" in the rejection of the ancient conception of nature and human nature, and the theoretical differences of the various "isms" based on their peculiar understanding of the relation of the individual to the whole. 3 sem. hrs.

Phil 131—DC—Fiction, Technology and the Future

A consideration of traditional philosophical issues (freedom, consciousness, ethics, the individual and society) as they arise in science fiction. Special attention will be given to the relationship of these problems to technological innovations. 3 sem. hrs.

Phil 202—Philosophy of Being

Achieving an explicit awareness of the most basic and all-pervasive datum of human experience, viz., the real is real only because it is, we discover how we come to know that which is. A study of the intrinsically analogical character of beings and our correspondingly analogical knowledge of them; the "structure" of the beings of our experience according to their actual and potential composition on three different levels and finally an explanation of the genesis of beings as be-ing. 3 sem. hrs.

Phil 203—Philosophy of God I

The various arguments for the existence of God as proposed and criticized by western philosophers. The problem of man's knowledge of God. Divine providence and the mystery of evil. The death of God in modern philosophy. 3 sem. hrs.

Phil 204—Philosophy of Man (formerly Phil 301)

A consideration of four of the basic problems of human nature; knowledge, freedom, soul, and person. Readings from classical and contemporary sources. 3 sem. hrs.

Phil 206—Philosophy of God II

A Religious Studies analysis of the basic features of the contemporary God-problem; the bearing of the secularization process and present day theories of knowledge on God-talk; a sampling of the varying accommodations of contemporary religious thinkers to the secular Deist will be examined as well as more recent efforts to situate and articulate the human experience of the transcendent. 3 sem. hrs.

Phil 255–256—Introduction to Personal Philosophizing (I and II)

This course introduces students to major philosophical questions and challenges them to express their tentative positions regarding such questions. Questions concerning man and knowledge are considered during the Fall semester, questions concerning God and conduct during the Spring semester. Five or more brief position papers are required each semester. 3-3 sem. hrs.

Phil 302—Ethics

An attempt to acquaint the student with certain fundamental ethical problems by contrasting the solutions proposed by the philosophies most influential on the contemporary American scene: subjectivism, cultural relativism, situationism, hedonism, moralsense theory, pragmatism, naturalism, natural-law theory, psychoanalysis, existentialism. 3 sem. hrs.

Phil 304—Philosophy of Knowledge

What does it mean "to know"? How various types of knowledge are related to one another: sense-perception and intellection; probability and certitude, common sense judgements, theoretical science, philosophy and religious faith, conceptual knowledge, judgment and reasoning. 3 sem. hrs.

Phil 305—Philosophy of Science

A critical examination of the methods, presuppositions, and concepts of modern and contemporary science. Methods of experimental inquiry; laws, theories, and theoretical explanation, problems of inductive reasoning. 3 sem. hrs.

Phil 306—Philosophy of Physical Nature

A systematic and historical survey of the major problems and concepts of cosmology. Special emphasis on relations, matter, motion, body, energy, space, time, and relativity. 3 sem. hrs.

Phil 309—History of Ancient Philosophy (formerly Phil 211)

The influence of pre-rational mytho-poetic experience of primitive man on the beginnings of western rational thought. The pre-Socratics, Plato, Aristotle, the Epicureans, Sceptics, Stoics, Plotinus, and early Christian thought. 3 sem. hrs.

Phil 310—Survey of Medieval Philosophy

An historical study of the main ideas of the Medieval period from St. Augustine to the Renaissance. Main figures treated: Auqustine, Boethius, Scotus Erigena, Abelard, Avicenna, Roger Bacon, Bonaventure, Aquinas, Duns Scotus, Ockham, and Master Eckhart. 3 sem. hrs.

Phil 311—History of Modern European Philosophy

Readings from original works of Descartes, Spinoza, Leibnitz, Locke, Hume, and Kant. Discussion. 3 sem. hrs.

Phil 312—Contemporary Philosophy

Hegelian idealism, Marxism, Bergonism, Husserlian phenomenology, Existential phenomenology; Pragmatism (emphasizing John Dewey), Logical Atomism (G. E. Moore, Bertrand Russell), Linguistic Analysis (Wittgenstein, the Oxford Cambridge schools), Logical Empiricism (Carnap and Ayer); American Realisms; Whitehead, Neo-Realism (Perry) and Critical Realism (George Santayana). 3 sem. hrs.

Phil 313—Philosophy of Art

An analysis of the creation, appreciation, and evaluation of the fine arts. Special emphasis will be placed on normative standards in each of the major arts and general principles of aesthetic criticism. 3 sem. hrs.

Phil 315—Special Problems in Philosophy: Tutorial

Course content varies. Permission of Chairman of the Philosophy Department or of the instuctor required. 3 sem. hrs.

Phil 316—Philosophy of History

A consideration of the problems of knowledge in history, including the problems of the nature of history, historical truth, explanation, and objectivity. Also a consideration of some of the principal general theories of historical development. 3 sem. hrs.

Phil 317—Medical Ethics

An explanation of the relation of the principles of moral conduct as these principles apply to situations in the field of medical studies and in medical practice. After a brief review of Christian ethical principles some of the topics discussed will be: artificial insemination, abortion, alcoholism, artificial contraception, contraindications to marriage, cryogenics, drugs, ecology and public health, euthanasia and care of the terminally ill, experimentation on humans, fee splitting and referrals, genetic manipulation, homosexuality, hypnosis, narcoanalysis and narcohypnosis, lying and professional secrets, malpractice suits, mental retardation, ordinary and extraordinary means to preserve life, organ transplants, venereal disease, etc. Restricted to majors in medical technology, pre-medical and pre-dental students, student nurses, and dental hygienists. 3 sem. hrs.

Phil 318—Social and Political Philosophy

An inquiry into the nature of society. Political order will be emphasized with its relations to other social orders. Special emphasis on the problems of freedom, the common good. and the relation of the individual to the group. 3 sem. hrs.

Phil 320—Existentialism

A treatment of the characteristic existentialistic themes as exemplified in the writings of Kierkegard, Heidegger, Jaspers, Marcel and Sartre. 3 sem. hrs.

Phil 321—DC—Philosophy of Education

This course will be an attempt at a concrete, philosophical analysis of education vis-a-vis an existential and phenomenological approach with particular emphasis on Loyola's educational experiment, the common curriculum. 3 sem. hrs.

Phil 328—Current Philosophy

A study of the chief lights of the analytical movement (both ordinary-language philosophy and logical positivism) and of the Phenomenological movement. Main figures treated will be Russell, Moore, Austin, Ryle, Ayer, Husserl, and Cassirer. 3 sem. hrs.

Phil 331—Introduction to Logic

An introduction to the structure of arguments, critical thinking in general, and philosophical argument in particular; including a study of the propositional calculus and Aristotelian logic. 3 sem. hrs.

Phil 332—Advanced Formal Logic

Deductive logic as a systematic discipline; the methods and techniques of formal logical analysis; sentential logic; quantification theory, modal logic; problems of material implication. Prerequisite: Phil 331. 3 sem. hrs.

Phil 340—Phenomenology

This course will treat the problems which gave rise to contemporary phenomenology and some of the main figures in the different phases of Phenomenology: Husserl, Scheler, Heidegger, Merleau-Ponty, Satre, and Ricoeur. 3 sem. hrs.

Phil 341—American Idealism

An attempt to trace historically the tendency of American thinkers to assimilate religious and esthetic experience. The following philosophers will be treated: Edwards, Emerson, Peirce, James, Royce, Dewey, Santayana, and Whitehead. 3 sem. hrs.

Phil 342—American Pragmatism

A study of the philosophies of Charles Peirce, William James, John Dewey, G.H. Mead, and C. I. Lewis, with emphasis on philosophical, social, scientific, and mathematical developments influential in the growth of pragmatism, the general structure of pragmatism as a philosophical system, and the individual differences within this common general structure. 3 sem. hrs.

Phil 351—Religious Anthropology

A Religious Studies approach to social problems. The aim of the course is a very limited one: to help the student understand the contemporary image of man and thus the problem with the contemporary image of God. The former is indispensable to an understanding of the social problems and popadeutic to giving the social problems a religious dimension. 3 sem. hrs.

Phil 370—History of Religion and Culture: I

A Religious Studies approach to the great philosophical syntheses of the ancient and medieval periods. This course will situate the intellectual leaders of ancient thought within and historical framework with special emphasis on their significance in Western literature, philosophy and religion. 3 sem. hrs.

Phil 371—History of Religion and Culture: II

Continuing the Religious Studies historical approach employed in Pl. 370 this course will study the great philosophical, literary and religious leaders of the modern and contemporary period. 3 sem. hrs.

Phil 395–396—Music as Value

An approach to philosophical and theological thinking through the experience of the arts, and specifically the art of music. The psychology of creativity, the correlation of various artistic expressions, the structure of personalistic implications of music, both that of Western and non-Western traditions. 3 sem. hrs.

Phil 398—Seminar: Whitehead

The course will consist in an in-depth analysis of Whitehead's system of thought. It will focus on *Process and Reality*, analyse the argument of the book, and subject the argument to critical evaluation. Term papers required. 3 sem. hrs.

Phil 375–376 (RelStu 375–376)—History of Western Philosophy and Christian Theology (I and II)

The focus of this team-taught "double course" will alternate between philosophy and theology, depending on which was more significant at the moment of history under consideration. Normally the philosophy and theology courses should be taken for a total of 6 credit hours each semester. The central theme of the course will be the Incarnation. To the Incarnation will be related various images of God and man, and various kinds of thinking required for the expression of basic religious experiences at different moments of history. 3 sem. hrs.

Phil 388—Oriental Philosophy

A survey of the development of philosophical thought in China, India, and Japan, ranging from the beginning of Confucianism, Taoism, Hinduism, Buddhism to the twentieth century. Included is a systematic and critical examination of various metaphysical, epistemological, axiological theories implicit in these traditions in comparison with those in the Western philosophy. The course also deals with the political, economic, and social conditions from which these philosophic movements emerged and with their impact on subsequent periods; it ends with a brief survey of important metaphilosophical issues involved in comparative philosophy. 3 sem. hrs.

Phil 389—The Philosophy of Death and Immortality

An historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principle authors to be studied: Plato, Aristotle, Averroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Beros and Maritain. 3 sem. hrs.

Phil 390—Interdisciplinary Seminar

The relationship of philosophy to other academic disciplines. Course content varies. 3 sem. hrs.

Physics

Dialog Course: Physic 105

Physic 100—Seminar

Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activites. No academic credits

Physic 103—Introductory Physics

A lecture-demonstration course designed specifically as an orientation course for those whose interests lie in the sphere of the humanities and to aid in their interpretation of their immediate physical environment. From time to time rigorous laboratory exercises are assigned. A knowledge of algebra is required. 4 sem. hrs.

Physic 104—Physics for Poets

A lecture course on the ideas of modern physics, in particular relativity and quantum theory, stressing the esthetics of the theories and their impact on thought in other fields. The orientation of the course is essentially verbal and little or no computational mathematics is required. 4 sem. hrs.

Physic 105—DC—Physics of Communications

This course will present a *descriptive,* non-mathematical introduction to the basic physical principles underlying communication technology. The many properties of waves, (light, sound and electromagnetic) and the part they play in various communication systems will be developed in detail. Demonstrations of the phenomena will be presented to help the student grasp the more difficult material and become familiar with some of the equipment used in the electronics industry. 3 sem. hrs.

Physic 107—Popular Electronics

A course designed for anyone who would like to become familiar with the basic areas of electricity and electronics. Some of the topics covered will be circuits, transistors, oscillators, transducers, receivers, integrated circuits, optoelectronics and security systems. Prerequisite: 1 year of college math. 3 sem. hrs.

Physic 111–112—Basic Physics

A one year introductory course in physics organized about the great theories of physics: mechanics, thermodynamics, electromagnetism, relativity, and quantum mechanics. It is intended for students whose major fields of concentration are chemistry, mathematics, or physics as well as for pre-engineering students. Three lectures, one laboratory, and one review session each week. Corequisite: Math 257–258. 5–5 sem. hrs.

Physic 172–173—Project Physics Course

This is a unified lecture-laboratory course. Although the most distinctive feature of the Project Physics Course (formerly known as Harvard Project Physics) is the humanistic approach to the broad understanding of physics emphasizing its cultural, historical and philosophical aspects, Project Physics' approach to the laboratory is also unique. Multi-media are used extensively in lecture and in the laboratory. Concepts may be learned through a variety of approaches: the film strip, the overhead projector, the super-8 film loops, the reader, paper and pencil problem solving, and a host of others. 3-3 sem. hrs.

Physic 201–203—General Physics

The principles of mechanics, heat, sound, light, magnetism, electricity, and fundamentals of atomic physics. In presenting these topics the special interests of the biological sciences and the general education groups are kept in view. Three lectures and one laboratory session each week. A knowledge of algebra and trigonometry is required. 4–4 sem. hrs.

Physic 221—Electricity and Magnetism

A detailed development and application of the laws of electromagnetism and an introduction to vector calculus culminating in the statement of Maxwell's equations. Three lectures and one review session each week. Prerequisite: Physic 112; corequisite: Math 259. 3 sem. hrs.

Physic 222—Waves and Oscillations

An integrated course treating the many important systems in physics described by oscillatory or wavelike motions. Some of the topics covered are free and forced vibrations of coupled systems, electromagnetic waves, interference and diffractions. Three lectures and one review session each week. Prerequisite: Physic 112; corequisite: Math 260. 3 sem. hrs.

Physic 223–224—Introductory Electronics

A two semester lecture-laboratory course treating circuit theory and the properties of electronic tube and solid state devices. Two lectures and one laboratory each week. Prerequisite: Physic 112, corequisite: Math 259. 3–3 sem. hrs.

Physic 240–241—Special Projects

Spontaneous activities of the "independent study" type. These may be either experimental or theoretical. Experimental groups will be concerned with developing and constructing equipment suitable for demonstrations, teaching, or research. Theoretical groups will select fields of study within their interests and abilities and for which no formal lecture courses are currently available on campus. Projects are selected by the student and are subject to approval and supervision by staff. Prerequisite: Physic 112. 1–1 sem. hr.

Physic 340–341—Special Projects

Prerequisite: Physic 240–1. 1–1 sem. hr.

Physic 347—Advanced Electronics

Topics and experiments covering the theory, design and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one laboratory session per week. Prerequisite: Physic 223–224. 3 sem. hrs.

Physic 350–351—Theoretical Physics I

A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and introductory quantum mechanics. Corequisite: Math 381. 3–3 sem. hrs.

Physic 353—Thermal Physics

An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac and Bose-Einstein distributions. Prerequisite or corequisite: Physic 350. 3 sem. hrs.

Physic 355—Solid State Physics

An advanced level single-semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semi-conductors, electrical and magnetic effects in solid. Prerequisite at the discretion of the instructor. 3 sem. hrs.

Physic 357—Nuclear Physics

An advanced level, single-semester course stressing quantum mechanics, nuclear energy levels, nuclear theory, particles, high energy devices, detectors. Corequisite: Physic 351. 3 sem. hrs.

Physic 360–361—Advanced Theoretical Physics

A continuation of the theoretical Physics sequence stressing electromagnetic field theory, quantum mechanics, and relativity. Three lectures each week. Prerequisite: Physic 350–1. 3–3 sem. hrs.

Physic 370–371–372—Advanced Physics Laboratory

An advanced lab with minimum supervision with the objectives of training students to be self-reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level. Research grade equipment is used

and students may select their choice of experiments from one or more of the following disciplines; mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectroscopy, and electronics. One laboratory session each week. 2–2–2 sem. hrs.

Physic 374–375–376—Research

Physics majors who have demonstrated exceptional promise in either theoretical or experimental physics will be allowed to concentrate in their speciality. This course may be taken during the summer as part of our Undergraduate Research Participation Program, or as part of the senior's academic year studies. Program and credit must be determined in each individual case. 2 to 3 sem. hrs. each sem.

Physic 380–381—Special Projects

Prerequisite: Physic 340–1. 1–1 sem. hr.

Political Science

Dialog Course: Pol. Sci. 112.

Pol. Sci. 101—Introduction to American Government

Structure, development, powers, and limits of the federal government; underlying principles and relationships of executive, legislative and judicial departments; organization, functions, and powers of various branches and bureaus of government, revenues, expenditures, and debts; federal regulation and control. 3 sem. hrs.

Pol. Sci. 105—Underclass Honors Course

Problems of inquiry in the field of Political Science. 3 sem. hrs.

Pol. Sci. 110—Problems of Public Policy

An open seminar conducted by the entire department's faculty on current political topics. Grading will be on P/F basis. 3 sem. hrs.

Pol. Sci. 112—Politics and Film

The basic premise of this course is that films can no longer be thought of purely as entertainment or art (or occasionally both). Films also reflect the currents and attitudes in a society, particularly its attitudes toward the allocation and achievement of the society's ends—in short its politics. Cinema does not exist in a state of innocence, untouched by the world; it also has a political content, whether conscious or unconscious, hidden or overt. This course will examine the general relationship between politics and film. Specifically, the course will examine films from revolutionary Russia, Weimar Germany, and America in the 1930s and/or 1940s. The course will conclude with examples of contemporary political and ideological themes in the world film.

Pol. Sci. 201—European and Comparative Government I

Comparative politics theory—the exploration of cross national categories for political analysis. Great Britain: the origin of the British Constitution; the crown, parliament, political parties, and interest groups. FRANCE: The heritage of the revolution and subsequent political structures; special emphasis on the politics of the Fifth Republics. British-French systems compared. 3 sem. hrs.

Pol. Sci. 202—European and Comparative Government II

GERMANY: historical backgrounds; the Hohenzollern Empire (1871-1918); the Weimar Republic (1918-1933); National Socialism (1933-1945); Allied Occupation and Control; rebirth of German political life and its progress to date.

SOVIET UNION: historical and theoretical background to the 1917 communist revolution; Lenin and consolidation; Stalin and his successors in power; the Soviet government in theory and practice today. An introduction to Chinese politics. 3 sem. hrs.

Pol. Sci. 225—Introduction to Administrative Process

The nature and role of public administration in contemporary America. Special emphasis is given to the values and political influences which shape modern administration. 3 sem. hrs.

Pol. Sci. 250—Introduction to State and Local Politics

An examination of the role of the states and localities in the American federal system. Special emphasis is placed on their political cultures and styles, their policy-making inspirations, and the changes reshaping their place in the American system of government. 3 sem. hrs.

Pol. Sci. 275—Introduction to Urban Politics

The governmental and political life of urban America. The major problems and prospects of the urban areas are examined with attention to the political feasibility of various reform proposals. 3 sem. hrs.

Pol. Sci. 301—Constitutional Law I

The origins of Constitutionalism and the framing of the American Constitution; the nature and scope of Judicial Review; the Sources and Nature of National legislative power (implied powers and the Necessary and Proper clause; the Commerce Power from Marshall to Warren; other sources of national power); State power to regulate; Development of Substantive Due Process and the regulation of economic and property interests; Introduction to the nature and scope of Fourteenth Amendment Due Process. 3 sem. hrs.

Pol. Sci. 302—Constitutional Law II

An in-depth examination of individual rights and liberties, with emphasis on developments since 1937. Includes: The rights of the accused; Freedom of Expression and Association; Freedom of Religion; Equality Under the Law; Developments in Civil Rights (includes discussion of the concept of State Action and Congressional enforcement of civil rights). 3 sem. hrs.

Pol. Sci. 304—Minority Groups' Politics

An examination of the major minorities in America and their relationship to the political system. Blacks, Indians, women and students receive special emphasis as representative minorities. 3 sem. hrs.

Pol. Sci. 305—Political Parties and Pressure Groups

The party system, theory and practice on national, state, local level. Party organization. Nominations. Conventions. Campaign techniques. Elections. Voting Behavior. The principal pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on various branches of government. Influence of parties and pressure groups on public administration and bureaucracy. 6 sem. hrs.

Pol. Sci. 308—History and Philosophy of Soviet Communism

From 1905 to the present: the Revolution of 1905 and 1917, the establishment of the Soviet Union, variations in foreign and domestic policy between the two World Wars, post-war Soviet Imperialism. Theoretical aspects of Communism. 3 sem. hrs.

Pol. Sci. 311—International Relations I

A comprehensive, systematic study of the fundamental principles that govern international politics. Significant concepts that are dealt with include: international law; elements of power and the dynamics of international relations, techniques of foreign policy; revolution and the cold war, international economics, collective security. 3 sem. hrs.

Pol. Sci. 312—International Relations II

Examination of some of the more basic international issues—political, economic and psychological—of the contemporary world. Emphasis on the sources of U. S. conduct, Soviet conflict management, problems of imperialism and colonialism, the quest for peace, the unity of the West, the West and the world. Discussion of current international events. 3 sem. hrs.

Pol. Sci. 313–314—History of Political Thought

A survey of political thought from ancient times to the present. The first semester discusses political thinkers from the pre-Socratics through Machiavelli. The second semester discusses political thinkers from Hobbes through a survey of representative Twentieth Century thinkers. Special emphasis is placed upon an analysis of the past that can contribute to an understanding of the present.

Pol. Sci. 317—International Law and Organization

This course is designed to examine patterns of legitimacy and communitarian behavior in the international system. Particular attention will be given to the relationship between international law and contemporary international organizations such as the UN. Current theories of international cooperation such as functionalism, regionalism and integration will be explored, as will problems of international law such as sky-jacking, colonialism, etc. 3 sem. hrs.

Pol. Sci. 331—Political Behavior

Empirical and quantitative methods applied to the study of political activity; voting behavior, party identification, political values and motivation. 3 sem. hrs.

Pol. Sci. 340—Public Opinion

Opinion formation, measurement, change, and the relationship between opinions and public policy are examined in this course. 3 sem. hrs.

Pol. Sci. 346—Philosophy of Democratic Government

A study of the fundamental premises of democratic government as analyzed by a variety of contemporary authors. 3 sem. hrs.

Pol. Sci. 351—Latin American Politics and Government

A study of the evolution of Latin American politics and government from the colonial origins to the present. Includes concentration on specific problems which originate in the colonial period and remain characteristic of Latin American society today: land reform, the establishment of permanent political parties, social stratification, the assimilation of foreign and native elements, and the effects of United States policy upon the area. 3 sem. hrs.

Pol. Sci. 373—Congressional and Presidential Politics

Analysis of the policy process within the legislative and Executive systems including the effects of environmental factors on policy and the patterns of interaction between the legislative and executive branches in the American political system. 3 sem. hrs.

Pol. Sci. 390—Bureaucracy and Public Policy

The growth of bureaucracy; its latent and manifest functions; its structure; elements of decision making theory. 3 sem. hrs.

The following courses on special topics in Political Science are designed primarily for majors and presuppose a background in the field. Non-majors may take these courses with the permission of the instructor.

Pol. Sci. 391—Seminar in Political Theory

3 sem. hrs.

Pol. Sci. 392—Seminar in State and Local Politics

3 sem. hrs.

Pol. Sci. 393—Seminar in Metropolitan Politics
3 sem. hrs.

Pol. Sci. 394—Seminar in American Politics
3 sem. hrs.

Pol. Sci. 396—Seminar in Political Power
3 sem. hrs.

Pol. Sci. 397—Seminar in Comparative Politics
3 sem. hrs.

Pol. Sci. 399—Independent Studies in Political Science
3 sem. hrs.

Psychology

Psych 101—Introductory Psychology
Survey of the major fields of Psychology. Prerequisite for all other psychology courses. 3 sem. hrs.

Psych 200—Psychology of Personal Adjustment
Good personal adjustment is defined as effective solution of individual problems and creation of a viable system of personal values. The constraints and conditions effecting these behaviors are examined. 3 sem. hrs.

Psych 201—Statistics and Methods I
Introduction to the detailed treatment of the application of the scientific method in Psychology. Principles of data collection, analysis, interpretation of descriptive and inferential statistics and report writing. Required of all majors. (3-hrs. lecture and 3-hrs. lab.) 4 sem. hrs.

Psych 202—Statistics and Methods II
Principles of data collection, analysis, interpretation and reporting but with emphasis on parametric and non-parametric techniques. Prerequisite: Psych 201A. Required of all majors. (3-hrs. lecture and 3-hrs. lab.) 4 sem. hrs.

Psych 301—Intermediate Statistics
Foundations of statistical inference. Parametric and non-parametric techniques. Prerequisite: Psych 201. 3 sem. hrs.

Psych 303—Experimental Design
An intensive treatment of the major techniques of design and analysis of experiments in psychology, with an emphasis on factor analysis. Prerequisite: Psych 301. 3 sem. hrs.

Psych 308—Psychology of Learning
Contemporary theories and problems of learning. Prerequisite: Psych 201. (3-hrs. lecture and 2-hrs. Lab.) 3 sem. hrs.

Psych 309—Motivation and Emotion
Survey of contemporary theories and problems. 3 sem. hrs.

Psych 310—Personality
Survey of major theories and research in personality dynamics. 3 sem. hrs.

Psych 311—Sensation and Perception

An intensive review sensory processes and perceptural organization. Prerequisite: Psych 201. (3-hrs. lecture and 2-hrs. Lab) 3 sem. hrs.

Psych 312—Social Psychology

Psychological nature of society and social interaction; individual and group relationships; factors influencing group behavior. 3 sem. hrs.

Psych 330—Developmental Psychology

Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity and old age. 3 sem. hrs.

Psych 334—History and Systems of Psychology

Study of the significant concepts and men involved in the emergence and psychology as an independent discipline and in its contemporary manifestations. Prerequisite: Psych 101. 3 sem. hrs.

Psych 336—Abnormal Psychology

A description of psychopathology and current theories of etiology and therapy. Prerequisite: 6-hrs. of Psychology. 3 sem. hrs.

Psych 338—Psychological Tests and Measurements

Principle and practice of basic psychological testing. Theory of measurement; test construction; reliability and validity. Prerequisites: Psych 201, and either Psych 310 or 336. (3-hrs. Lecture and 3-hrs. Lab) 4 sem. hrs.

Psych 340—Moral Development of the Child

Survey of research literature and research method of childhood moral development. Prerequisite: Psych 330. 3 sem. hrs.

Psych 341—Criminal Delinquent Behavior

A behavioral science interpretation of the variables which govern the occurrence of criminal and delinquent behavior, together with some detailed consideration of techniques for their control and modification. 3 sem. hrs.

Psych 342—Introduction to Counseling

Survey of principles and techniques of psychological counseling. 3 sem. hrs.

Psych 370—Propaganda and Mass Communication

An interdepartmental course, consisting of an evaluation of propaganda and the theories and techniques of mass communication. 3 sem. hrs.

Psych 375—Personnel Selection

Practical use and selection of tests and other measures in the employment situation. Measurement theory and criterion development. Prerequisite: Psych 201 or equivalent. (3-hrs. Lecture and 2-hrs. Lab) 3 sem. hrs.

Psych 380—Abnormal Child Psychology

A survey and evaluation of the current theories and research on the development, dynamics, and therapy of behavioral problems in children. Prerequisite: Psych 330. 3 sem. hrs.

Psych 385—Industrial Psychology

Applications of psychological principles to human problems in industrial situations. Individual needs and motives as they affect group achievement. 3 sem. hrs.

Psych 390—Physiological Psychology

Investigation of relationship between physiological structures and behavior. (3-hrs. Lecture and 3-hrs. Lab) 4 sem. hrs.

Psych 392: Language and Communication

A systematic examination of language and communications behavior which emphasizes recent research and theory in psycholinguistics, sociolinguistics, and ethnolinguistics. 3 sem. hrs.

Psych 393—Comparative Psychology

A comprehensive survey of animal behavior as it relates to behavioral taxonomies, ethology, and behavioral genetics. Prerequisite: Psych 201. 3 sem. hrs.

Psych 394—Seminar in Psychology

The content of this course varies semester to semester. Topics include: behavior therapy, attitude scale construction, psychopathology, psycholinguistics, etc. 3 sem. hrs.

Psych 395—Independent Readings

Research and readings on selected topics. Open only to second semester Junior and Senior majors and with permission of the chairman. 3 sem. hrs.

Psych 396—Human Learning

An investigation of current problems and types of human learning. 3 sem. hrs.

Psych 398—Senior Research Thesis

1 sem. hr.

Psych 399—Senior Research Thesis

2 sem. hrs.

Religious Studies

Dialog Courses: RelStu 004, 005, 007, 011

Mode of Thought Courses: RelStu 114, 117, 120

RelStu 004—DC Who is Jesus?

Aim of this course is to bring the student to grips in dialog fashion with the questions lurking beneath the contemporary Jesus phenomenon by leading the student to pose the very questions forced upon believers in the first six centuries as they are found in the biblical and patristic literature. From there one returns to the contemporary phenomenon in an effort to estimate the value and viability of the classical christological affirmations. 3 sem. hrs.

RelStu 005—DC Why the Church?

A reflection on the role and meaning of the Church in the life of the contemporary Christian and in contemporary society. The Church will be considered as a community of faith and service challenging the forces of injustice and oppression. Throughout the course, an attempt will be made to confront the ultimate question: Why should there be a Church at all? 3 sem. hrs.

RelStu 007—DC Theology of Death and Love

The course provides the groundwork for an understanding of Christian Eschatology and related issues. A Theology of Love will be developed along with a development of the person. The course will develop itself toward or climax in the eschalogical thinking of Carl Rahner, L. Boros and others. 3 sem. hrs.

RelStu 011—DC The New Morality

A discussion of contemporary ethical issues: abortion, pre-marital sex, homosexuality, divorce & remarriage, feminism, ecology, genetic engineering, the Calley case,

Watergate. More important than the topical treatment is the effort to unpack the philosophical and theological underpinnings that are operative: Can anything be said about the nature of man? What images of man are presupposed in today's thinking about ethical issues? Is situationism an adequate basis for decision making? Is there any such thing as a Christian ethic? What about sin and guilt? 3 sem. hrs.

RelStu 101—Human Experience and Belief

Human experience as the starting point for investigating the God idea; studied in the light of present trends in the Sociology of Religion; special attention focused on the Sociology of Knowledge; directed to the study of human experiences which implicitly support a religious content; Peter Berger's analysis of order, hope and humor; treatment of restlessness, joy, celebration and love as possible sources of implicit religious content. 3 sem. hrs.

RelStu 111—Philosophy of Religion

A study of the philosophical problems raised by man's religious experience. This will include a brief survey of major world religions to clarify common characteristics of the phenomena of religion as it has historically appeared. The course will conclude with an investigation of religious experience on the personal or individual level with the accompanying problems: belief, relationship of religious subjects to religious object, the verification of the religious experience. 3 sem. hrs.

RelStu 114—MT Religion and the American Experience

An effort to initiate the student into dialectic that has obtained in American life between religion and the cultural forces as this has manifested itself in the literature and theology of articulate thinkers and creative artists. An analysis of the religious themes exemplified in the Parties of Innocence and Memory along with their blending in Irony, the secularization of American life, and the question of civil religion. 3 sem. hrs.

RelStu 115—The Nature and Sources of Theology

The nature of theology and theological methodology; relationship of theology to other disciplines in university curriculums; the role of Scripture, tradition and the magisterium of the Church in theology; the development of dogma. 3 sem. hrs.

RelStu 117—MT Ethical Bases of Business Practice in U.S.

Examination and critique of the assumption upon which modern business operates; an attempt to suggest alternative principles in the light of certain anomalies that surface from the juxtaposition of declared aims/practice; an exercise in extrapolating possible effects; a shift in philosophical bases might occasion. This will require a study of what present business leaders have done to construct an ethics; of predictive analyses worked up by different disciplines; of criticism aimed at the current system; of the history and present state of this system. We expect to invite guest lectures from the business school, the Institute of Politics, the Labor Relations Board, the Better Business Bureau, and possibly the Internal Revenue Department. (Also listed as MT Phil 117.) 3 sem. hrs.

RelStu 120—MT Religion and Literature

This course represents an introduction to the study of the religious and/or Christian dimension of literature through the analysis of certain representative works of Western literature in conjunction with the careful reading of selected critical essays. 3 sem. hrs.

RelStu 125—The Bible as Literature-Old Testament

Origin of the Bible as the literature of Israel: ballad, folklore, epic, the prophetic movement, the sapiential writings, the apocalyptic. The demythologizing process: biblical secularity. Remythologizing: the role of the Old Testament as literature, evoking experience. Workshop on the major thematic cycles, the psalms, the prophetic oracles, the apocalyptic visions. 3 sem. hrs.

RelStu 135, 136, 137—Biblical Hebrew

Grammar and language of the Old Testament studied in biblical texts; textual criticism and the critical apparatus of the Biblia Hebraica. 3 sem. hrs.

RelStu 225—The Bible as Literature-New Testament

The emergence of the New Testament from the Christian experience. Literary analysis of the Gospels and St. Paul from criticism. Workshop on the Parables, the *Flesh-Spirit* antithesis of St. Paul, the Joannine *signs*. 3 sem. hrs.

RelStu 226—The Theology of Christ

A historico-theological study of the Christology of the early Church Fathers, the councils, and contemporary theologians. 3 sem. hrs.

RelStu 228—The Mystery of Sin and the Redemption

A study in the depth of Jesus Christ's saving deed as unfolded in the writings of St. John, St. Paul and in subsequent Christian tradition. 3 sem. hrs.

RelStu 231—St. Paul—His Writings and His Theology

A study of the writings and the theology of St. Paul in their original context and in the context of Christianity in the 20th century. 3 sem. hrs.

RelStu 235—St. John—His Writings and His Theology

A study of the Joannine writings and theology in their original context and in the context of Christianity in the 20th century. 3 sem. hrs.

RelStu 236—The Gospels and the Historical Jesus

The problem of the Christ of Faith versus the historical Jesus of Nazareth. Literary criticism of the documents; source, form and redaction criticism. Modern biographies of Jesus, in particular S.G.F. Brandon's portrayal of the revolutionary nationalist in *Jesus and the Zealots*. 3 sem. hrs.

RelStu 250—A Study of Man

An approach to the human condition. Taking the position that phenomenologically man appears "unfinished" this course attempts an analysis of the determinants and imperatives revealed by man's finitude. An attempt will be made to answer the question of man's fulfillment in relation to the problems of death and love. The foundations of discussion will be religious, philosophical, and psychological. 3 sem. hrs.

RelStu 260—The Sacred and the Profane

An analysis of basic elements of historical behavior through the writings of Mercea Eliade, with emphasis on these elements assumed and revalorized by the historical incarnation of Jesus, i.e., the dialectic of the sacred/profane, existential, predicament, revelation, salvation, mysticism, eschatology. Contemporary authors will be employed, from literary sources as well, to highlight comparative factors in religious preparation. 3 sem. hrs.

RelStu 265—Religion and Literature

Introduction to the study of the religious dimension of literature through the analysis of certain representative works of world literature in conjunction with the careful reading of selected critical essays. 3 sem. hrs.

RelStu 270—The Theology of Hope

Theology and futuristics; man as a being refined by hope; the prolepsis of a new world; hope as a revolutionary factor; the impact of the eschotological today. 3 sem. hrs.

RelStu 303—Sociology of Religion

Taught in collaboration with the Department of Sociology. For course description cf. Sociol 306. 3 sem. hrs.

RelStu 330—The Theology of Man and Grace

A study of the Pauline theology of the justification of all men in Christ; an analysis of man's personal encounter with a commitment to Christ in terms of the psychology of divine grace; a study of the relationship of the natural and the supernatural in the divine milieu. 3 sem. hrs.

RelStu 332—The Christian Ethic

A study of the goal of the Christian; his acts as human; the divinization of these acts; the Spirit as directive; the meaning of law. 3 sem. hrs.

RelStu 333—Introduction to Social Ethics: The Quest for Social Justice

While recognizing that there are numerous approaches to social ethics, this course will focus on Christian approaches to the task. After a brief survey of the history of Christian social teachings and as an attempt to provide a conceptual framework for the various Christian responses to culture, the course will emphasize an interdisciplinary approach to the problems of social order. The contributions of social science, ethics, and theology or religion are brought to bear on the establishment of norms and the evaluation of the goodness and rightness of human communal and social arrangements and public policies. 3 sem. hrs.

RelStu 335—The Church

The Church as mystery and human institution; Post Vatican II Ecclesiology. 3 sem. hrs.

RelStu 338—The Theology and History of the Sacred Liturgy

An investigation into the historical background and theological content of the LITURGY of Vatican II. 3 sem. hrs.

RelStu 340—Contemporary Moral Problems

A study of the contemporary Catholic position in regard to such problems as racial segregation, the commitment to the social order, lying, pre-marital sex, birth control, medical ethics, war, genetic engineering, abortion, the third world, etc. 3 sem. hrs.

RelStu 345—Comparative Religion I: Primitive Religions

An analysis of man and his experience of the deity in primitive times. An inquiry into the religions of the Babylonians, Egyptians, Persians, Pre-Columbian America, Teutons, Celts, Slavs, Greeks, and Romans. 3 sem. hrs.

RelStu 346—Comparative Religion II: Eastern Religions

A study of the psychological and socio-cultural nature of the religious experience found in India, China, Japan, Islam, and ancient and modern Judaism.

RelStu 347—Near Eastern Religions

3 sem. hrs.

RelStu 349—The Religions of Ancient Greece and Rome

Study of religious beliefs and experiences of the ancient Greeks and Romans, examining the various aspects and developments of their theologies from the aboriginal chtonic cults, the Olympian pantheon, the Mysteries, and Orphism to the personal religion of Socrates and the philosophical religion of the Stoics. 3 sem. hrs.

RelStu 355—American Religious Philosophy

An attempt to trace historically the tendency of American thinkers to assimilate religious and esthetic experience. These philosophers are treated: Edwards, Emerson, Peirce, James, Royce, Dewey, Santayana, and Whitehead. 3 sem. hrs.

RelStu 395—Music as Value

An approach to philosophical and theological thinking through the experience of the arts, and specifically the art of music. The psychology of creativity, the correlation of various artistic expressions, the structure and personalistic implications of music, both that of Western and non-Western traditions. 3 sem. hrs.

RelStu 405—Seminar on Eliade

A critical analysis of the work of Mircea Eliade considered in itself and in relation to the history of religions school. 3 sem. hrs.

RelStu 407—Seminar in Theological Criticism

A study of the religious vision found in the work of Flannery O'Connor with emphasis on the methadology employed by the student of religion and literature as an interdisciplinary venture. 3 sem. hrs.

RelStu 415—Christian Humanities

This course is an approach to the Theology of History as seen principally through the works of Christopher Dawson and Jacques Maritain. 3 sem. hrs.

RelStu 440—The Sacred Liturgy and Contemporary Spirituality

A study of the relationship between the Sacred Liturgy and the spiritual life, especially in contemporary writers. 3 sem. hrs.

RelStu 441—Christian Feasts

A discussion of the historical and theological origins of Christian feasts as they emerged from Paganism through Judaism to Christianity. 3 sem. hrs.

RelStu 445—(Phil 389) The Philosophy of Death and Immortality

This course will attempt an historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principal authors to be studied are: Plato, Aristotle, Avverroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Boros, and Maritian. The course will be conducted as a seminar and will be limited to 20. Each student will be expected to conduct a class discussion on some author not treated in class. 3 sem. hrs.

RelStu 446—(Phil 322) A Study of Atheism

The problem of atheism and unbelief in the Biblical, modern and contemporary eras; special attention to radical theology and "Death-of-God" movement. 3 sem. hrs.

RelStu 447—Twentieth Century Religious Thought

A Religious Studies analysis of the basic features of the contemporary God-problem; the bearing of the secularization process and present day theories of knowledge or God-talk; a sampling of the varying accommodations of contemporary religious thinkers to the secular Geist will be examined as well as more recent efforts to situate and articulate the human experience of the transcendent. 3 sem. hrs.

RelStu 448—Phenomenology of Religion

Study of the nature of religion; the origin of religion from experienced human needs; role of myth and rite; investigation of the overarching focus of Hinduism, Buddhism and the Judaeo-Christian perspective; the problem of the verification of religious experience. 3 sem. hrs.

RelStu 449—(Phil 323) Atheism II

'Christian Atheism' after the 'Death of God'; a study of Jesus today; contemporary theological, philosophical ideas and current movements dealing with Jesus; *Jesus Christ Superstar, Godspell,* the Jesus People; a comparison with the traditional christology of the church. 3 sem. hrs.

RelStu 450—Seminar on Teilhard de Chardin

A study of Teilhard de Chardin's writings concentrating on his theological insights such as a personal God, the cosmic Christ and man's conformation with the supernatural in the natural environment. 3 sem. hrs.

RelStu 455—The Christian Philosophy of Thomas Aquinas

This course will investigate the theism of Thomas Aquinas in comparison with selected contemporary theists. 3 sem. hrs.

RelStu 456—Sources and Development of the Spirituality of Ignatius Loyola

An historical and ascetical approach to the insights and spirituality of Ignatius Loyola, Jesuit founder, with special emphasis given to the counter-Reformation and the significance of his thought in the modern period.

3 sem. hrs. Team taught.

RelStu 457—Creative Imagination and Religious Understanding

An analysis of the implications for contemporary discernment of religious behaviour drawn from a study of Mercia Eliade's hermeneutic of master images and creativitity in the history of religions. Thematic incursions into the insights of W. Lynch, Ray Hart, P. Brger, G. Durand, P. Riceeur, K. Boulding, K. Horney, R. May, and selected contemporary poets, concerning imagination and the human condition. 3 sem. hrs.

RelStu 458—Religious Experience in the Mystics of Sixteenth Century Spanish Literature

A study of the writings of Teresa Avila, John of the Cross, and Fray Luis de Leon. An inquiry into the minor mystics, such as Benito Arias Ontano, and Malon de Chaide. 3 sem. hrs.

RelStu 459—Apocalypse in American Fiction

An investigation of the symbolism of judgment, catastrophe, and renewal in selected works by Hawthorne, Twain,, Faulkner, West, O'Connor, Wright, and the recent 'black humorists.'' Implicit in the study of this apocalyptitc strand in American fiction is the development of skill in the interpretation of literature from a religious perspective. 3 sem. hrs.

RelStu 465—Theological Foundations of the Ecumenical Dialogue

An historico-dogamtic study of the Reformation in the light of Luther's and Calvin's positive insights into Christianity, Protestant notion of personal commitment and Catholic view of the Church as the extension of Christ in time; contemporary issues.

3 sem. hrs.

RelStu 466—Christ Figures in American Fiction

Seminar on the study of the Christ Figure in American Fiction. Concerned with its structural variety—sign, myth, symbol, and allegory—as well as with the aesthetic and religious meaning. 3 sem. hrs.

RelStu 470—Mystical Imagery

A study of the role of human psychology in the formation of religious symbolism. The relationship between the mystical and religious experience and poetic creativity in search of imagery adequate to that experience is investigated along with the contemporary effect to re-mythologize in reaction against religious rationalism.

3 sem. hrs.

RelStu 472—Judaism: Its History and Theology

An elaboration of the history of Israel within its theological framework; Judaism's literary and national tradition; specific themes examined are Exodus, election, covenant, theocracy, the prophetic movement, monotheism, wisdom literature, post-exilic developments. 3 sem. hrs.

RelStu 474—Seminar: Post Biblical Judaism

The literature, theology and history of Judaism as it developed during and after the time of Jesus with special emphasis on development parallel to N.T. times. Taught in collaboration with the Jewish Chautaugua Society. 3 sem. hrs.

RelStu 475—Contemporary Judaism

Study of Orthodox and Reformed Judaism in today's world; Jewish-Christian relations; the state of Israel. 3 sem. hrs.

RelStu 476—(Hist 304) History of the Church: The Primitive Church

Taught in collaboration with the Department of History. For description cf. Hist 304. 3 sem. hrs.

RelStu 478—(Hist 311) History of the Church: The Early Middle Ages (400 to 1200 A.D.)

Taught in collaboration with the Department of History. For description cf. Hist 311. 3 sem. hrs.

RelStu 479—The Protestant Reformation

Taught in collaboration with the History Department. For course description cf. Hist 320. 3 sem. hrs.

RelStu 480—(Hist 211) History of the Church: The Catholic Church in the U.S. (1565–1950)

Taught in collaboration with the Department of History. For description cf. Hist 211. 3 sem. hrs.

RelStu 482—(Hist 333) History of the Church: The Catholic Church in the 19th Century

Taught in collaboration with the Department of History. For description cf. Hist 333. 3 sem. hrs.

RelStu 491—Seminar in Contemporary Problems

Reading Seminar concerned with foundational problems for theology; scientific methodology, religious language, the philosophy of process, and historical consciousness and their implications for belief and theology will be treated. 3 sem. hrs.

RelStu 492—Zen Seminar

The history, theory, and practice of Japanese Ascesis and aesthetics. 3 sem. hrs.

Sociology

Dialog Course: Sociol 289

Sociol 101—Introductory Sociology

An introduction to the sociological perspective. Consideration of the concepts of society and culture. General survey of relevant theory and research to give the student an understanding of the sociologist's approach to human behavior. 3 sem. hrs.

Sociol 201—Social Problems

A broad one-semester survey of current social problems in American Society. Topical areas include: Alcoholism and addiction, crime and delinquency, race and minorities, population. 3 sem. hrs.

Sociol 202—Cultural Anthropology

A study of world cultures, past and present. Emphasis on the present. Reasons for change. Course offered at Tulane and at Xavier. 3 sem. hrs.

Sociol 203—Social Psychology

General review of psychological and sociological knowledge relevant to the topics of: personality, status, stereotypes, roles, intergroup conflict, behavior and attitudes. This course is alternatively offered in the Psychology Department. 3 sem. hrs.

Sociol 204—Criminology

A study of the social characteristics of crime and the criminal. Emphasis placed on the criminal and his behavior prior to, during and after the commission of the criminal act. 3 sem. hrs.

Sociol 207—Medical Sociology

The sociological characteristics of sickness to include primitive medicine, the evolution of medicine, organization of medical care, the relationship between disease and environment and the impact of health on society. This course is now offered by Xavier University. 3 sem. hrs.

Sociol 208—Major Trends in American Society

An introduction to major social forces in American society, e.g., changing conditions in race relations; bureaucracies, economic organizations and religiosity. 3 sem. hrs.

Sociol 225—Social Statistics

Introduction to the use of statistics as a research instrument in sociology. 3 sem. hrs.

Sociol 289—DC—The Planning of Social Change

This course is intended to develop a dialog among students and faculty on the nature, direction, consequences, and desirability of social change in the world, and on the prospects for planning the future shape of human society. Issues to be developed are basically three: 1) the degree to which man is now or soon can be in control of the process and direction of social change; 2) the feasability of controlling the process and direction of social change; and 3) the desirability of controlling the future of society. 3 sem. hrs.

Sociol 301—Sociology of the Family

A review of theory and research concerned with the family as an institution. Special emphasis on cross cultural analysis. 3 sem. hrs.

Sociol 302—Sociology of Power and Politics

The sociological approach to politics and power. Special emphasis on American national and community power studies. 3 sem. hrs.

Sociol 303—Social Stratification: Inequality and Its Effects

Study of stratification systems in various societies with special emphasis on the process and effects of stratification in the United States. 3 sem. hrs.

Sociol 304—Deviant Behavior

A course which places special emphasis on deviations within the American social system. A survey of the characteristics of the deviant. An attempt to discover the causes of deviation. 3 sem. hrs.

Sociol 305—Sociology of Work and Occupations

Development and place of occupations and professions of modern life; personnel recruitment; education and careers; social relationship and the work role. 3 sem. hrs.

Sociol 306—Sociology of Religion

The functions of religion in society; religious and social variation; the inter-relations between religion and other social institutions. 3 sem. hrs.

Sociol 307—Sociological Theory: From the Beginnings to the Twentieth Century

The history, social setting and atmosphere surrounding the classical theorists; from Comte to Weber. 3 sem. hrs.

Sociol 308—Sociological Theory: From the Twentieth Century to the Present

A systematic analysis of the theories and related research of the contemporary sociologists. 3 sem. hrs.

Sociol 309—Urban Sociology

Sociological study of urban trends and problems. 3 sem. hrs.

Sociol 310—Demography

An analysis of population trends and survey of recent literature on population problems and population distribution. 3 sem. hrs.

Sociol 312—Complex Organizations

An analysis of the models in the study of bureaucracy and large scale formal organizations. Topics discussed included the various ideal models for studying organizations, structural characteristics of organizations, and problems of organizations in environmental relationships. 3 sem. hrs.

Sociol 313—Ecology

Special distribution of populations and institutions and accompanying processes as they effect the ecological organization of cities and metropolitan areas. 3 sem. hrs.

Sociol 326—Research Mehods and Techniques

Logical consideraions in method and design of studies. Review of techniques currently in use. An empirical study must be completed by each student in the course in an area of his interest. 3 sem. hrs.

Sociol 349—Social Aspects of Mental Health

Sociological analysis of the causes, effects, treatment and prevention of mental illness. 3 sem. hrs.

Sociol 395—Special Projects

Investigations designed for the special needs of the advanced student. (Permission of the instructor) 3 sem. hrs.

Sociol 401—Seminar: Race and Minorities

3 sem. hrs.

Sociol 402—Seminar: Contemporary Social Issues

3 sem. hrs.

Sociol 403—Seminar: Social Change

3 sem. hrs.

Sociol 404—Seminar: Urban Sociology

3 sem. hrs.

Sociol 421—Group Dynamics

General review of the social psychological literature on group behavior. Emphasis is on theoretical approaches to the study of the group phenomena, major traditional and current empirical research, and student experimental projects. Prerequisites: Any one of the following courses, or permission of instructor: Psych 101, Sociol 101, Psych 312, or Sociol 203. 3 sem. hrs.

Sociol 424—Seminar: The Urban Family

A special course given by the combined faculties of Xavier, Dominican, and Loyola Universities. Admission requires permission of the respective departmental chairmen. 3 sem. hrs.

Social Welfare

SocWel 202—Introduction to Social Welfare

Introduction to the historical perspective of social welfare and social work with an overview of contemporary social services and professional social work. 3 sem. hrs.

SocWel 301—Human Growth and Development

A presentation of several different theories of personality development. Emphasis is placed on the total life cycle of the individual. Prerequisite: SocWel 202. 3 sem. hrs.

SocWel 302—Principles and Methods of Social Welfare

An introduction to the basic concepts and principles of the helping methodologies in the field of social welfare. Special attention is given to values, helping roles, communication and interviewing skills. Prerequisite: SocWel 202. 3 sem. hrs.

SocWel 303—Social Welfare as an Institution

An examination of some of the historical and political facets of social welfare planning and an appraisal of the various social and economic philosophies that have been either levelled against or used in favor of social welfare. 3 sem. hrs.

SocWel 304—Families in Crisis

The family is viewed as that buffer zone between the individual and society Emphasis is placed on family crisis related to illness and poverty. An understanding of family dynamics. Offered now at Dominican College. 3 sem. hrs.

SocWel 305—Problems of Assimilation

The course is presented in two parts. Part I is an examination of the theory of assimilation in the social sciences. Part II is a consideration of the actual problems of cross-cultural (sub-cultural) movement and some of the ways these may be met. During the second half of the semester, students are expected to do research work. 2 sem. hrs.

SocWel 401–402—Field Experience and Seminar

Provides the opportunity to test our understanding of the theoretical content of classes; under the guidance of a professional social worker, the student practices the principles and methods of social service in the educational center or an agency. (Prerequisites: SocWel 202, SocWel 301–302, SocWel 303). 4–4 sem. hrs.

SocWel 403—Community Organization

Introduction to and the identification of the distinguishing characteristics of community organizations as it relates to the profession of social work. A basic consideration of the course is the study of community resources and methods used to solve social problems at a community level. 3 sem. hrs.

SocWel 404—Clinical Social Service

An indepth analysis of individual and group behavior with emphasis on theories of change and clinical and therapeutic techniques. 3 sem. hrs.

SocWel 405—Man in Society

A reading pro-seminar emphasizing a synthesis of ideas from literature, philosophy, anthropology, political science and theology; the focus is on man in his social relationships. 2 sem. hrs.

SocWel 406—Independent Study

An individual program designed for the special needs of the advanced student, includes research, reading, etc. (Permission of the program director required). 1-3 sem. hrs.

Visual Arts

VisArt 100–101—Art Fundamentals

For Art majors the core of the art curriculum. Inventive re-discovery of color, shape, line and all art elements. Classes on Tuesdays and Thursdays provide uninterrupted concentration in studio work, direction and discussion with individual professors. 3–3 sem. hrs.

VisArt 110–111—Drawing

Perspective drawing with time for analysis of concepts and innovations in rendering. Problems of approach, interpretation. 3 sem. hrs.

VisArt 112–113—Seminar

Reading-discussion seminar in ideas, attitudes, expressions, systems, and structures of the modern age (from about 1750). 3–3 sem. hrs.

VisArt 125—Survey of World Art I

Concentration on painting, sculpture and architecture from the past, acquainting art majors and others with structures, concepts by use of visual aids. Period of study from Pre-history to Gothic. 3 sem. hrs.

VisArt 126—Survey of World Art II

Concentration on painting, sculpture and architecture from the past, acquainting art majors and others with structures, concepts by use of visual aids. Period of study from Renaissance to Present. 3 sem. hrs.

VisArt 200–201—Drawing I and II

The strong thread of continuity in the four-year undergraduate curriculum is drawing understood as an exploratory, generative, inventive and expressive activity. Drawing of all kinds, in all media and in color is considered as the ground of most "visual thinking" and as the spring from which ideas flow. Drawing courses are required of all majors in every year. 3–3 sem. hrs.

VisArt 202–203—Two and Three Dimentional Imagemaking

The development of visual ideas in painting, graphics, (printmaking), photography and sculpture with tutorial and technical assistance. 3 sem. hrs.

VisArt 215—Color and Drawing

Color is examined in as many of its aspects as possible—theoretical, psychological, technical and emotional—through color experiments and illustrated lectures. Beginning drawing. (A summer course). 3 sem. hrs.

VisArt 216—Painting for Non-Art Majors

Students with no art background are given opportunity to draw, paint under supervision, guidance and direction. Individual talents are allowed freedom to expand. Discussions as well as exercises are important. 3 sem. hrs.

VisArt 217—Art Appreciation

An approach to looking. Styles, images of the past compared with the present. Students introduced to works of professors as artists. Visiting artists in New Orleans and museums part of the wide cultural exposure. 3 sem. hrs.

VisArt 232—Ancient Art

Monuments of Egypt, Mesopotamia with speculuations on religion; society related to the arts of past civilizations. 3 sem. hrs.

VisArt 235—Ceramics

Concentration on design with clay. Potter's wheel important skill for beginners. Students design shapes, glaze and fire work. 3 sem. hrs.

VisArt 250—Sculpture: Construction

Wood constructions develop out of design potentials in paper, cardboard, other simple materials. Work in casting with plaster, plastics. 3 sem. hrs.

VisArt 300–301—Drawing III and IV

A course designed to further skills of advanced art majors, working with individual professors. Problem solving when advisable. 3–3 sem. hrs.

VisArt 310—Art of the Child

An examination of the form and content in children's art from age two to adolescence, as related to physical, emotional and intellectural patterns of growth. The development of an aesthetic appreciation of children's art, and the demonstration of art's significance in the general development of the child. 3 sem. hrs.

VisArt 315—Experimentation in Design (City College Credit only)

The presentation of lecture and teaching aids in which the visual experience is examined by a breakdown of its fundamental elements. The general format of the course would be practice in the control and creative application of design theory. These would include experimentation with various media. 3 sem. hrs.

VisArt 331—Art and the Modern Circumstance

This course attempts to find a relationship between art and that period of "historical crisis" which extends from about 1790 to the present. (A summer course). 3 sem. hrs.

VisArt 334—Classical Art

Trends in Roman and Greek development of style, iconography with highlights of other culture. 3 sem. hrs.

VisArt 336—Medieval Art

Concentration in eary Christian, Romanesque and Gothic periods with emphasis on architecture, sculpture and painting as dominant areas. 3 sem. hrs.

VisArt 338—Renaissance Art

Introduction to visual monuments of Italian and Northern Renaissance with emphasis on continuity in great masters and developing influences. 3 sem. hrs.

VisArt 340—Baroque Art

Study of architecture especially during 16th and 17th centures with effect on other visual arts at the same time. 3 sem. hrs.

VisArt 342—Modern Art

Trends from 1800 to the present with particular concern for social comments are reflected in contemporary works of art. 3 sem. hrs.

VisArt 344—Oriental Art

Broad survey of art and architecture of India, China and Japan. Attempt to relate art with far eastern attitudes, religion. 3 sem. hrs.

VisArt 346—American Art

Events and styles of painting and architecture from New World with attempts to relate derivative sources from Old World. 3 sem. hrs.

VisArt 350—Drawing V

Advanced drawing whereby students continue skills learned. Introduction to new problems, methods of composition. 3 sem. hrs.

VisArt 352–353—Art as Value

Focus on meaning, symbol, styles as reflected in specific monuments of visual importance. Guest lectures will participate. 3–3 sem. hrs.

VisArt 353–354—Art Concentration

Student work toward a senior exhibition. 3–3 sem. hrs.

VisArt 365—Art of Contemporary Cinema

Lectures, readings, discussions and viewing of outstanding cinematic productions. Research paper required. The class meets once a week at night for three hours. 3 sem. hrs.

VisArt 366–367—Art and Music in Religion

Study, discussion of effect of visual arts; like painting, sculpture; and of music in growth; development of ritual. Students prepare, deliver projects during the course. Several professors team-teach course. 3–3 sem. hrs.

VisArt 375—Aesthetics

A philosophical investigation into the nature and relevance of beauty and into art as a dimension of life. 3 sem. hrs.

VisArt 398—European Trip

An on-the-spot survey of architecture, painting, sculpture and other arts, ancient and contemporary, of England, continental Europe and Scandinavian countries. The course will consist of six weeks of travel beginning in June. For more details consult Loyola Bulletin on International Studies Program. Research paper required. 6 sem. hrs.

"The lists of Administration, Committees, and Faculty are for the academic years 1974-1976, corrected to January 1, 1974. The list of Faculty is for the entire university system, and includes emeritus members as well as those on leave."

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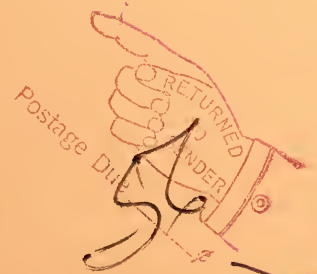

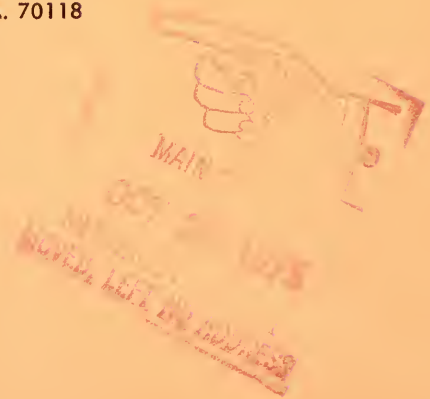
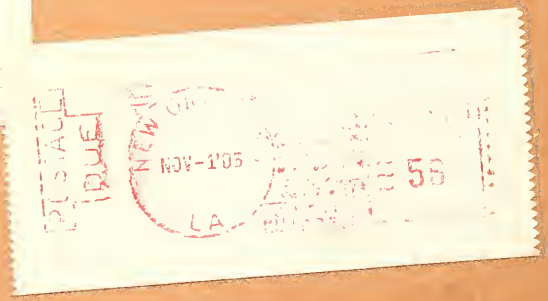
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